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ABSTRACT

This is the second progress report under "Academics 2000: First Things First," a Texas initiative under the Goals 2000 program. The Academics 2000 Education Improvement Plan, adopted in 1995, is organized under the nine objectives for Texas public education listed in the Texas Education Code. The progress report discusses implementation strategies, measures, and timelines for key education initiatives, and it highlights progress being made in the key components of the Academics 2000 initiative: (1) subgrants to school districts and consortia; (2) development of the Texas Essential Knowledge and Skills; (3) centers for educator development; (4) technology planning and professional developments; and (5) Ed-flex waiver demonstration program. The report's nine chapters not only describe progress being made on the various measures in the Academics 2000 Plan, it also covers the initiatives being undertaken to achieve the objectives. Each measure in the report contains baseline data and updates. In some cases, the baseline data shown in the report are different from those reported in the plan, due to changes in the methodology used to compute the measure. The report concludes with highlights of progress and indicates areas where additional efforts are needed. It also includes 3 appendices that provide a summary of the Academics 2000 budget for the first 4 years and other information. (Author/RJM)

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INTRODUCTION

This is the second progress report under *Academics 2000: First Things First*, the Texas initiative under the Goals 2000 program. This report charts the progress being made on the Academics 2000 Education Improvement Plan. The plan, adopted in 1995, is organized under the nine objectives for Texas public education listed in Section 4.001 of the Texas Education Code, and includes implementation strategies, measures, and timelines for key education initiatives.

The report also highlights progress being made in the key components of the Academics 2000 initiative, including:

- Subgrants to School Districts and Consortia;
- Development of the Texas Essential Knowledge and Skills (TEKS);
- Centers for Educator Development;
- Technology Planning and Professional Development; and
- Ed-Flex Waiver Demonstration Program.

The following nine chapters describe progress being made on the various measures in the Academics 2000 Education Improvement Plan and the initiatives being undertaken to achieve the objectives. Each measure in this report contains baseline data, as reported in the Academics 2000 plan, and updates. In some cases, the baseline data shown in this report are different from those reported in the Plan, due to changes in the methodology used to compute the measure. Additionally, to ensure comparability of data throughout the progress report, the Texas Assessment of Academic Skills (TAAS) passing rates are reported consistent with the Academic Excellence Indicator System (AEIS).

The report concludes with highlights of progress and indicates areas where additional efforts are needed. It also includes appendices providing a summary of the Academics 2000 budget for the first four years of the initiative; the *1997 Academic Excellence Indicator System (AEIS) State Performance Report*; and descriptions of the Academics 2000 subgrants.

Parents will be full partners with educators in the education of their children.

Parent and Community Involvement

1.1.1. The number of campuses with parent involvement programs will increase.

The Texas Education Agency (TEA) reports 1,240 out of 6,875 campuses had parent involvement programs* in place during the 1996-97 school year, compared to 230 campuses in 1993-94.

Baseline 1993-94	1995-96	Most Current 1996-97	Progress
230	350	1,240	↑

**This measure includes only those campuses that the TEA has established relationships in support of federally-funded local parent involvement and community empowerment initiatives. It does not include campuses with locally funded parent involvement programs.*

- The TEA has launched the Parent Involvement and Community Empowerment Initiative to provide resources to educators, parents and communities to increase parent involvement in the public schools. The initiative also promotes planning with other state agencies and the business community to foster successful school-to-work transitions. The Texas Parent Teacher Association (PTA), under a contract with the initiative, has published and disseminated a Parent Involvement Manual designed to facilitate local parent involvement programs. This manual was revised in 1997.
- In an effort to foster communication between parents of school children and representatives of their school districts, the TEA published and distributed *Parent Rights—A User's Guide* in April 1996. The guide highlights state and federal laws outlining the rights of parents and their relationship to those of the school district. The contents of the guide will be reviewed in spring 1998 to ensure that it is aligned with any policy changes in state or federal law.
- The TEA awarded Investment Capital Fund grants to 177 Texas campuses during the 1996-97 biennium. The grants, totaling $2.5 million a year, seek to enhance parent and community involvement by providing training in school accountability issues. It is projected that during the 1998-99 biennium, approximately 300 Texas campuses will be awarded grants totaling $4 million a year.

1.1.2. The percentage of Texas adults who perform at or above Level 3 in prose literacy will increase to 90%.

No new data is available since the Texas and national adult literacy surveys were completed in 1993.

Baseline 1993	
48%	No updated information available at this time

- No funds have been appropriated to conduct another adult literacy survey. It is anticipated that the United States Department of Education will conduct another survey in 2000-2002.
- The TEA is developing an assessment and accountability system to determine literacy proficiencies and student progress in adult education. Data from this system are expected to be available in 1998.

Students will be encouraged and challenged to meet their full educational potential.

Early Mastery of Core Academic Skills

2.1.1. All fourth-grade students will demonstrate proficiency in reading, English language arts, mathematics, science, and social studies.

Performance among fourth graders statewide on the Texas Assessment of Academic Skills (TAAS) continues to improve significantly. The greatest improvement has been in the percentage of students passing mathematics, which increased by 23.2 percentage points over three years. The number of students passing all tests taken increased by 17.2 percentage points over the same time period. The number of students passing reading has increased by 7 percentage points.

% Passing - Grade 4					
	Baseline Spring 1994	**Spring 1995**	**Spring 1996**	**Most Current Spring 1997**	**Progress**
Reading	75.5%	80.1%	78.3%	82.5%	↑
Writing	85.5%	85.0%	86.3%	87.1%	↑
Mathematics	59.4%	71.1%	78.5%	82.6%	↑
All tests taken	54.8%	64.1%	67.2%	72.0%	↑

Texas Reading Initiative

In January 1996, Governor George W. Bush challenged all Texans to have all students reading on grade level by the end of third grade and continuing to read on or above grade level throughout their schooling. As part of this statewide initiative, the Texas Education Agency's efforts have included:

- Awarding 165 Academics 2000 subgrants to districts and education service centers that focus on intensive sustained professional development for teachers and appropriate instructional materials for the purpose of helping all students become fully proficient in reading by fourth grade.
- Working with 12 Reading Spotlight Schools, who are very successful in teaching elementary students to read, to identify their reading methods and materials and documenting them in *Spotlight on Reading – A Companion to Beginning Reading Instruction*. These schools serve as mentors to other less successful schools.

- Publishing *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program* that identifies the elements of an effective early reading program from the research literature. This document was distributed to all Texas elementary principals, the education service centers, professional organizations, and others, as requested.
- Developing early reading assessments in response to HB 107, which requires all kindergarten, first graders, and second graders to be screened for reading skills. The agency is revising and shortening the Texas Primary Reading Inventory, developing a brief screening instrument (appropriate for each age level), and reviewing commercial diagnostic instruments for possible inclusion in a Commissioner-approved list.
- Working to ensure that the new English language arts and reading Texas Essential Knowledge and Skills (TEKS), adopted in 1997, provide more specific detail in key areas of pre-reading and reading skills.
- Developing *Beginning Reading Instruction – Practical Ideas for Parents* to provide information and activities for parents to use in helping their children learn to read. This book was distributed to all elementary principals and to all PTA leaders.
- Providing a Texas Reading Initiative liaison at each of the 20 education service centers to distribute current information and research about reading, make site visits, and provide relevant professional development.
- Establishing the Center for Educator Development in Reading and Language Arts to provide teacher training, instructional materials, videos, and other services to assist teachers in reading and language arts instruction.
- Presenting the video series *Creating Lifelong Readers* through the T-STAR network.
- Collaborating with the Governor's office, legislators, literacy organizations, private groups, and others on activities to improve the reading skills of Texas students.

Academics 2000 Subgrants

Subgrant Cycle	Year of Initial Funding	Number of Awards	Year 1 Federal Funding (95 & 96)	Year 2 Federal Funding (96 & 97)	Year 3 Federal Funding (97 & 98)	Year 4 Federal Funding (98 & 99)	
						Awarded for 1997-98	To Be Awarded for 1998-99
1	1995-96	29	$4.1 million	$4.1 million	$1.4 million		–
2	1996-97	77		$10 million	$6.8 million		*$4 million*
3	1996-97	91		$12.2 million	$8.2 million		*$4.9 million*
4	1997-98	74			$8 million	$2 million	*$7 million*
5	1998-99	?					*$16.4 million*
TOTAL		271	**$4.1 million**	**$26.3 million**	**$24.4 million**	**$2 million**	*$32.3 million*

Academics 2000 promotes local flexibility, control, and support for innovation by awarding subgrants that allow school districts and consortia to design initiatives that meet local needs. The subgrant program has completed the fourth cycle of grant awards to districts throughout the state.

Over 90 percent of Goals 2000 money awarded to Texas each year is given to local districts through a competitive grant process. To date, Academics 2000 has awarded a total of $56.8 million to 271 subgrants in four funding cycles.

The state has used a single grant process, combining the Academics 2000 subgrants for local reform activities, preservice training and professional development. All subgrants have the objective of improving early childhood and elementary student achievement and ensuring that Texas elementary students exhibit grade-level performance by the end of fourth grade. Cycles 1 and 2 address proficiency in reading, English language arts, mathematics, social studies and science. Cycles 3 and 4 subgrants target reading improvement, to complement the Texas Reading Initiative. Each subgrant receives funding for three school years contingent on continued federal funding and evidence of local progress in achieving the objectives of the subgrant. There will be a Cycle 5 funding process that will again focus on grants targeting reading improvement.

Appendix III provides summaries of the grant activities of each recipient. The following paragraphs provide context for several of the components that appear frequently in the summaries.

Local Planning

Recipients are required to conduct district and campus planning and carry out individual school improvement initiatives to implement the plans they develop. This component of the Academics 2000 program ensures that grant activities are locally determined and are designed to meet local needs. In one district grant planning was effectively integrated into district strategic planning: "Because the planning process was incorporated into the district strategic planning process, planning has been very effective and efficient" (Edgewood ISD). The district's use of its strategic plan subcommittee as the planning panel allowed the project activities to be developed as part of the district's planning process and integrated into the curriculum and staff development process so that it is not viewed by campus staff as an added program. Other districts emphasized improving district-wide communication and incorporating local input into their training plans: "A strong emphasis was placed on planning and developing policies and procedures to communicate the Academics 2000 agenda to the entire district. Individual targeted schools developed training plans to integrate Academics 2000 activities into their school improvement plans" (Houston ISD).

Student Performance

Improved student performance is the primary objective of the Academics 2000 initiative. First and second cycle subgrant awards address the development of proficiency at Grades pre-K-4 in reading, English language arts, mathematics, social studies and science. As part of their continuation activities, Cycle 1 and 2 subgrant recipients have identified ways to integrate an emphasis on reading into their overall grant program: "During the second year revisions were focused on reading and curriculum alignment. Both the University of Texas at El Paso and the local community college helped with planning and staff development" (Region XIX ESC). Some districts have utilized Academics 2000 funding for professional development in reading: "Wichita Falls aimed in year two of this grant to train all primary reading teachers in [reading] strategies with the help of Region IX ESC and through graduate level reading courses at Midwestern State University" (Wichita Falls ISD). Third and fourth cycle awards are aligned with the Texas Reading Initiative and have the primary objective of ensuring that Texas elementary students are fully proficient in reading by the end of fourth grade. Texas Assessment of Academic Skills (TAAS) data is a basic tool for assessment of student performance, and many Academics 2000 subgrant districts report gains.

Staff Training

Closely aligned with the program's planning component is the requirement that participating districts provide high-quality professional development. The summaries in Appendix III present a diversity of training types and strategies being implemented across the state. Recognizing that quality educators are essential to quality student learning, districts have utilized Academics 2000 funding to strengthen the teaching of basic skills and to help teachers better understand technological applications, adopt strategies for multilingual students, and establish ongoing training efforts. A number of districts are formulating long-term approaches to staff development: "Most productive has been the opportunity for continuous, focused staff development from a longer-range perspective, using the grant schools to pilot for the district. The staff development plan is large, far-reaching, and patient. Priorities have been established on each campus, and the cooperative relationships developed in the planning process increase the likelihood that the different schools will learn from each other's efforts" (Humble ISD).

Strategic Collaborations

Encouraging parents to become more involved in their children's learning is one of the major objectives of the Academics 2000 initiative. One strategy to promote this type of involvement is collaboration in Grades K-4 between teachers and parents. Districts report mixed results from efforts to involve parents in activities beyond teacher/parent interactions. Some anticipated more significant results, while others report real success with curricular nights focusing on reading or mathematics, parent centers on campus, volunteer programs, and educational opportunities provided for parents, such as computer education or training in bilingual strategies: "The program resulted in a considerable increase in parental involvement. Only one campus trained parents in technology, but all had family literacy programs. Parent/community involvement was very successful with 425 parents, 82 business representatives, 16 from the county, and 8 civic members participating" (Snyder ISD). Several districts report the development of partnerships with businesses in their communities, particularly in the effort to improve the technological capabilities of their schools. In one district businesses not only provided technological assistance, but also sponsored a celebration of school successes (Port Arthur ISD).

Many districts report significant and ongoing collaborations that resulted when the planning process involved multiple schools or multiple districts. A number of districts also report partnerships with higher education institutions. These partnerships include activities such as student mentoring programs and training for staff and parents. Many grant programs incorporated a preservice component, supporting the participation of preservice teachers in training and classroom-based experience, as these two accounts indicate: "A preservice component involves collaboration with the University of Houston's Center for Pedagogy for Urban and Multicultural Action. Preservice teachers conducted observations and coursework and remained as interns to substitute and serve as aides in classrooms to support professional development activities" (Humble ISD). "A driving force of the project was the collaborative relationship with the University of Houston—Clearlake" (La Porte ISD).

Putting It All Together

In addition to providing evidence of success toward achieving the nine Academics 2000 program objectives, some reports indicate that districts are developing integrated programs that link these objectives. The following account offers considerable promise for the long-term significance of this initiative:

> Professional development and ongoing support for teachers are critical to ensure effective instruction. Teachers must be afforded opportunities to collaborate with one another, examine their professional beliefs and goals, and to develop strategies to improve instruction. A balanced approach to beginning reading, which includes and integrates oral language, phonological awareness, alphabetic knowledge, and all of the components of a balanced reading program, is very important to ensure later success. Students who are experiencing difficulty learning to read benefit from more time and instruction designed to accelerate individual achievement. Ongoing assessment is critical. (Judson ISD)

The activities undertaken by the Academics 2000 subgrant districts indicate that educational objectives articulated at the state level are being implemented at the district level through educational strategies and program planning that allow for local control, innovation, and flexibility.

State-funded Early Childhood Education Programs

2.1.2. The percentage of eligible children who are served by state-funded prekindergarten programs will increase.

In 1992-93, Texas public schools served 96,761 low-income or limited English proficient four-year-old students in prekindergarten. The TEA estimated that this was 64 percent of all the children who were eligible. While no estimate of the number of eligible students was available for 1996-97, there were 120,053 eligible students enrolled in Texas public school prekindergarten classes. This represents a 24.1 percent increase in the number of students served over four years.

Baseline 1992-93	1995-96	Most Current 1996-97	Progress
96,761	115,198	120,053	↑

2.2.1. The percentage of students in each student group who pass each subject of the TAAS will increase to 90%.

Student performance on the TAAS has improved consistently over the past three years. The greatest gain has been in mathematics, traditionally an area of low performance, where the percentage of students passing in Grades 3-8 and 10 rose by 19.6 percent, from 60.5 percent in 1994 to 80.1 percent in 1997. Additionally, the percentage of students passing all tests taken increased by 17.2 percent over the same time period. Detailed data on grade-, subject-level, and student group performance is provided in Appendix II, the *1997 Academic Excellence Indicator System (AEIS) State Performance Report*.

% Passing - Grades 3-8 and 10					
	Baseline Spring 1994	**Spring 1995**	**Spring 1996**	**Most Current Spring 1997**	**Progress**
Reading	76.5%	78.4%	80.4%	84.0%	↑
Writing	79.0%	82.0%	82.9%	85.3%	↑
Mathematics	60.5%	65.9%	74.2%	80.1%	↑
All tests taken	56.0%	60.7%	67.1%	73.2%	↑

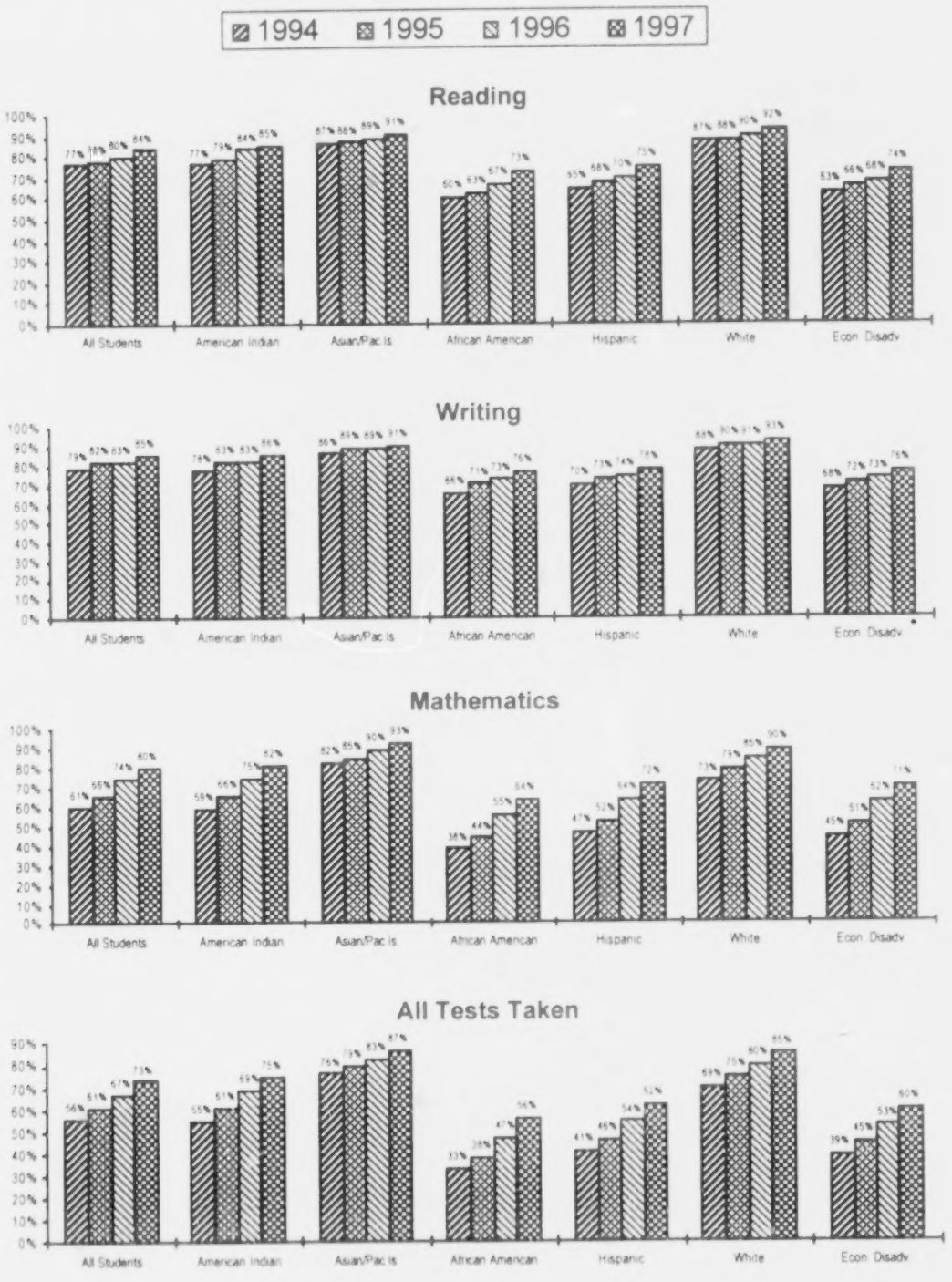
2.2.2. The achievement gap among various student groups will decrease.

One measure of the achievement gap is the disparity between the highest and lowest percent passing rates among student groups. In 1997, the greatest disparity in the percentage of students passing all TAAS tests taken in Grades 3-8 and 10 stands at 31.0 percentage points, down from 40.9 percentage points in 1995.

Difference in Passing Rates - All Tests Taken, Grades 3-8 and 10 (in percentage points)				
Baseline Spring 1994	**Spring 1995**	**Spring 1996**	**Most Current Spring 1997**	**Progress**
42.0	40.9	35.9	31.0	↑

Texas Assessment of Academic Skills (TAAS)

Percentage of All Students Not in Special Education in Grades 3-8 and 10 Passing the TAAS as Reported in the Academic Excellence Indicator System (AEIS)



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2.2.3. The percentage of students in Grades 3-8 who show adequate progress on the Texas Learning Index (TLI) in reading and mathematics will increase to 90%.

"Adequate progress on the TLI" is currently defined as a TLI score of 70 or above. The TLI scores show growth in both reading and mathematics. The percentage of students showing adequate progress on the TLI increased in reading by 3.9 points and in mathematics by 13.4 points from 1995 to 1997.

% Making TLI of 70 or Above				
	Baseline 1995	**1996**	**Most Current 1997**	**Progress**
Reading	76.0%	76.5%	79.9%	↑
Mathematics	63.7%	71.1%	77.1%	↑

2.2.5. The percentage of students who pass the exit-level TAAS test prior to their expected graduation date will increase to 100%.

The data reported for 1993 and 1994 in the Academics 2000 Education Improvement Plan was based on different methodology. In 1995, a more stringent methodology was adopted in computing this measure*. The measure shows improvement from 1995 to 1997 under the new methodology.

Baseline Class of 1995	**Class of 1996**	**Most Current Class of 1997**	**Progress**
82.8%	84.7%	86.6%	↑

**The previous methodology was an estimate based on all students who originally took the test during the first administration in Grade 10, and did not account for in- and out-migration from the state. The new methodology is a true longitudinal measure of the cohort of students who take the test in Grade 10 and graduate from a Texas school district.*

Retention Reduction

2.2.4. The grade-level retention rate will decrease.

In 1992-93, over 136,000 students, or 4.4 percent of the students in Grades K-12, were retained. The retention rate* declined to 4.0 percent in 1994-95 but rose to 4.3 percent in 1995-96. The 1995-96 retentions cost an estimated $688 million in additional educational expenses. Retention in first grade fell by 1.8 percentage points over three years, but remains the highest rate among elementary grades. Overall retention rates for African Americans and Hispanics remain significantly higher than the state average. Ninth-grade retention rates continue to remain high, with the highest rate being that of Hispanic students at 25.9 percent at that grade level.

	Baseline 1992-93	1993-94	1994-95	Most Current 1995-96	Progress
Total Students Retained	136,754	125,959	128,369	144,683	↓
Total Retention Rate	4.4%	4.0%	4.0%	4.3%	↓
Retention Rate - Grade 1 Students	7.7%	6.0%	5.8%	5.9%	↓
Retention Rate - Grade 9 Students	16.7%	16.5%	16.8%	17.8%	↓
Retention Rate - African American	6.1%	5.7%	5.6%	5.9%	↓
Retention Rate - Hispanic Students	6.4%	5.7%	5.6%	5.8%	↓
Retention Rate - White Students	2.7%	2.5%	2.3%	2.7%	↓
Retention Rate - Economically Disadvantaged Students	5.5%	4.9%	4.9%	5.0%	↓

** In 1995, the TEA changed the methodology for calculating retention rates to improve the validity of the data. The new method relies solely on a comparison of the grade level in which a student is enrolled during the last six-week period of the first year and the enrollment for the following year. The 1992-93 figures were re-computed using the new methodology and therefore differ from those in the Academics 2000 Education Improvement Plan.*

Texas law permits promotion only on the basis of academic achievement. The state also requires school districts that offer optional extended year programs to develop policies that lead to the elimination of retention. To implement these policies, Texas has stepped up extended-year programs that provide additional time together with effective accelerated instruction models. Fifty-three school districts participated in a statewide pilot program in 1993-94 and 1994-95 to provide first graders and second graders who would otherwise have been retained up to 30 additional days to master the curriculum. Of the 9,672 first-grade participants in 1993-94, 92 percent were promoted to the second grade. In 1995, the Texas Legislature set aside 5 percent of the state compensatory education allotment — $49 million for the 1995-96 school year and $51 million for the 1996-97 school year — to fund extended-year programs targeting students likely not to be promoted to the next grade in Grades K-8. Three hundred eighty-one school districts received funding to implement an extended-year program in 1995-96 and approximately 115,000 students participated in the program. In 1996-97, 541 school districts received funding.

Enhancing Flexibility through Ed-Flex

Texas was selected as a participant in the federal Education Flexibility Partnership Demonstration Program (Ed-Flex) in January 1996. Ed-Flex provides Texas school districts with greater flexibility in the design and delivery of federal programs with accountability for improved student performance. Ed-Flex waivers also streamline the administration of federal programs, thereby freeing resources for improvement of student performance.

Since the program started in April 1996, the commissioner of education has granted four statewide waivers to each of over 940 school districts to reduce paperwork and 375 programmatic waivers to 226 separate districts.

The overall impact of Ed-Flex waivers is reflected in the increase in student performance statewide, including rising TAAS scores and gains in the number of districts achieving *exemplary* and *recognized* status under the state's accountability rating system. Of the 64 districts achieving *exemplary* status in 1997, 22, or 34 percent, received one or more Ed-Flex programmatic waivers. Of the 321 districts achieving *recognized* status in 1997, 146, or 45 percent, received one or more Ed-Flex programmatic waivers. An evaluation of the performance of individual campuses and districts receiving Ed-Flex programmatic waivers is underway, and the results will be reported in February 1998.

Charter Schools

In 1995, the Texas Legislature established open-enrollment charter schools. These schools are subject to fewer state laws than are other public schools. In 1995-96, the State Board of Education authorized 20 of these schools to capitalize upon innovative and creative local approaches to educating students. Eleven of the 20 charters are designed to serve students who are at risk of academic failure or dropping out of school. Sixteen charters have won special grants from the United States Department of Education. Nineteen of the 20 are currently operating and serving over 3,700 students.

The Texas Legislature also provided for home-rule school district charters and campus or campus program charters. More than 20 campus or campus program charters have been established such as the Prairie Creek Charter School in Dallas Independent School District. Houston Independent School District established a charter school district in which three elementary campuses feed into one middle school. Several other independent school districts are developing campus charter models.

In 1997, new legislation provided for additional 100 charters to be made available. A selection process will allow for new charters to be awarded in March 1998.

The new schools will be monitored and accredited according to the standards of the statewide testing and accountability system. In addition, a comprehensive evaluation is underway in a collaborative effort by the following entities: (1) the University of Houston Center for Public Policy; (2) the University of Texas at Arlington School of Urban and Public Affairs; and (3) the University of North Texas, the Texas Center for Educational Research, and the Texas Justice Foundation

Enhancement of the Academic Excellence Indicator System

The Texas Academic Excellence Indicator System (AEIS) continues to be enhanced. The 1997 AEIS reports distributed to every campus and district in October 1997 included the following indicators for the first time:

- percentage of students passing the Spanish version of the TAAS at Grades 3 and 4 and summed across Grades 3 and 4;
- percentage of students served in special education passing the TAAS, summed across Grades 3-8 and 10 (exit-level);
- percentage of all students passing the TAAS (Spanish version, students served in special education and students served in regular education), summed across Grades 3-8 and 10 (Preliminary plans call for including these results in the calculation of the accountability ratings in the future – they were reported in 1997 for district-level planning purposes); and

- results for a combined Advanced Placement (AP) and International Baccalaureate (IB) indicator included for the 10 school districts in Texas with IB test takers. In the future, a combined AP/IB measure will appear on all AEIS reports.

In 1997, the TEA included *comparable improvement* as part of the AEIS reports for the second year. The measure compares the performance of a campus with that of a group of 40 other campuses in the state that closely match the target campus on six characteristics. The group of 40 schools is divided into four quartiles depending on the average growth of Texas Learning Index (TLI) scores of matched students from one year to the next, with separate quartiles for reading and mathematics scores. *Comparable improvement* for a campus is the quartile position of the campus TLI average growth for a particular subject relative to its comparison group in a given year. Plans call for using this measure in the accountability system for acknowledgment and rewards beginning in 1998.

Currently, the commissioner of education is also considering several other policy options such as increasing the rigor of dropout standards beginning in 2001; eliminating the *required improvement* for the *recognized* rating; and pursuing the use of completion rates as a rating indicator. These and other options are outlined in a survey of accountability issues for 1998-2003 that was distributed to school districts in December 1997 for their response.

Accountability Standards

Standards for the primary accountability indicator for Texas public schools - the percentage of all students and students in each group who pass each subject of the TAAS - continue to increase. The TAAS standard to achieve an *acceptable* rating increased from 25 percent in 1995 to 30 percent in 1996, and increased further to 35 percent in 1997. The TAAS standard for the *recognized* rating also increased from 70 percent in 1996 to 75 percent in 1997.

2.3.1. The percentage of districts rated *exemplary* or *recognized* will increase to 20%.

In 1997, 386 Texas school districts, or 37.0 percent of the total, earned accountability ratings of *exemplary* or *recognized*, nearly doubling the target of 20 percent in the Academics 2000 plan.

Baseline 1994	1995	1996	Most Current 1997	Progress
5.7%	14.5%	23.6%	37.0%	↑

2.3.2. The percentage of campuses rated *exemplary* or *recognized* will increase to 20%.

In 1997, 2,300 Texas campuses, or 35.4 percent of the total, earned accountability ratings of *exemplary* or *recognized*, well exceeding the target of 20 percent in the Academics 2000 plan

Baseline 1994	1995	1996	Most Current 1997	Progress
10.0%	19.5%	26.7%	35.4%	↑

In spite of the higher standards, the number of *low-performing* campuses decreased from 267 in 1995 to 67 in 1997. The number of *academically unacceptable* districts also decreased, from 34 in 1995 to 4 in 1997. The improvements suggest the aggressive efforts of educators and communities to boost student performance are having an impact.

2.3.3. The number of campuses demonstrating incremental gains in student achievement will increase.

When the original baseline was established in 1994, the methodology used was less stringent than the methodology used beginning in 1995. The new methodology reflects the number of campuses with at least a 1 percent increase in the number of non-special education students passing both reading and mathematics in Grades 3-8 and 10. For this reason, the 1995 data has been established as the baseline. As can be noted, the percentage of campuses showing incremental gains rose from 41 percent in 1995 to 43 percent in 1996 and to 55 percent in 1997.

Incremental Gains	Baseline 1995	1996	Most Current 1997	Progress
No. of Campuses	2,660	2,832	3,559	↑
Percentage	41%	43%	55%	↑

Technical Assistance

2.4.1. The percentage of schools provided with technical assistance in site-based decision making and campus improvement planning by ESCs will increase.

Baseline 1993-94	1995-96	Most Current 1996-97	Progress
42%	67.2%	Updated information unavailable	Cannot be determined

Program Improvement and Regular Review

The agency established a new system of regular review of all school districts in 1996-97. The District Effectiveness and Compliance (DEC) visits are conducted on a cyclical basis for every district in the state. The DEC visits ensure compliance with state and federal mandates and review the quality and effectiveness of district programs for all student populations, including special education programs. A risk-based monitoring system is currently being developed for implementation in 1998-99, in conjunction with the DEC visits. In the risk-based system, indicators identify high-risk districts for immediate attention and placement on the monitoring schedule. In addition to the DEC visits, the agency conducts accreditation monitoring visits to districts and campuses rated low-performing and alternative education campuses rated as needing peer review.

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Dropout Reduction

3.1.1. The graduation rate will increase to 95% of students who enter the seventh grade.

The annual dropout rate has fallen considerably over the past three years. Although the 29,207 students in Grades 7-12 who dropped out in 1995-96 represent far too many instances of school failure, they are 32 percent fewer than the number who dropped out three years ago. The data suggest dropout prevention and recovery programs are having a positive impact. Dropout rates among minority groups have also continued to decline.

	Baseline 1992-93	1993-94	1994-95	Most Current 1995-96	Progress
Number of dropouts	43,000	40,211	29,918	29,207	↑
Dropout Rates					
All students	2.8%	2.6%	1.8%	1.8%	No Change
African American Students	3.6%	3.2%	2.3%	2.3%	No Change
Hispanic Students	4.2%	3.9%	2.7%	2.5%	↑
White Students	1.7%	1.5%	1.2%	1.1%	↑

The TEA continues to investigate the use of a school completion rate as an indicator of school success. While the annual dropout rate provides a yearly "snapshot" of school failure, a completion rate presents longitudinal data on what happens to a group of students through high school. Issues regarding methodology, data collection and transition of the measure into the state accountability system are yet to be resolved. The following table indicates statewide completion rates as reported currently in the TEA Strategic Plan.

Completion Rates			
	Class of 1995	**Class of 1996**	**Progress**
All students	87.7%	89.1%	↑
African American Students	82.4%	85.0%	↑
Hispanic Students	81.2%	83.1%	↑
White Students	92.9%	93.8%	↑

Texas is implementing several initiatives to reduce the dropout rate, including:

- attendance incentive programs;
- attendance accounting process monitoring and reviews;
- on- and off-campus GED programs;
- Project Recovery for expelled students;
- Adaptive Behavior Centers for expelled students;
- family/community support counseling;
- group/family learning centers;
- alternative sites for accelerated learning;
- disciplinary and job training programs;
- flexible scheduling;
- Project Pass, an alternative school for over-age middle school students;
- tuition-free summer school programs;
- vertical team planning and communication with feeder campuses; and
- Tech-Prep programs.

A well-balanced and appropriate curriculum will be provided to all students.

Development of the Texas Essential Knowledge and Skills (TEKS)

4.1.1. All state essential knowledge and skills will be clarified to incorporate content and student performance standards.

In July 1997, the State Board of Education (SBOE) completed adoption of the TEKS according to the schedule approved by the SBOE in September 1996 and published in the *1996 Academics 2000 Progress Report*.

Fifteen writing teams developed preliminary drafts of the TEKS in fall 1996. A statewide public review of the draft TEKS was held in August to October of that year. The drafts were distributed via the World Wide Web, regional education service centers (ESCs), school districts, and campuses along with response forms, a newsletter, and a video produced in Spanish. ESCs held public hearings across the state, and teachers convened at schools to review the TEKS. A total of 17,000 responses were received. Each of the writing teams logged and determined action on each of the responses, revised the drafts accordingly, and submitted their proposed TEKS to the SBOE in December 1996.

Thereafter, the board held work sessions on various content areas, received public testimony, and called on content experts for recommendations regarding accuracy, comprehensiveness, rigor, and other factors. These activities led to directions for further changes to the TEKS from the SBOE.

The board adopted TEKS for health science technology, languages other than English, home economics education, business education, fine arts, trade and industrial education, agricultural science and technology, technology applications, marketing education, industrial technology, and career orientation in April 1997. In July 1997, the SBOE adopted the TEKS for mathematics, English language arts and reading, science, social studies, health, physical education, and Spanish language arts and English as a second language. TEKS for Algebra I, Algebra II, and Geometry were adopted in July 1996, to conform to the textbook adoption schedule. The TEKS in all content areas are to be implemented in schools in September 1998.

The TEKS in Spanish language arts and English as a second language are based on the English TEKS, with appropriate modifications. To ensure that all students, regardless of their English proficiency, are offered an equally rigorous curriculum, the TEKS for English language arts and reading, Spanish language arts, and English as a second language were combined into one document for distribution to schools.

Since adoption of the TEKS, the Texas Education Agency has printed and is distributing 16,000 copies of the TEKS to ESCs, school districts, campuses, and others; the TEKS are also being placed on CD-ROM for distribution to schools. In addition, four centers for educator development in the foundation areas are developing resource and training materials for teachers and administrators to support implementation of the TEKS. These include videos, notebooks,

teaching activities and sources for research on the Web with links to other relevant sites, the provision of training of trainers, and other resources.

Academics 2000 funds during the past year have supported development, completion, distribution, and implementation of the TEKS. In particular, funds were expended for these purposes:

- conduct a statewide public review of draft TEKS;
- convene writing teams for revision of draft TEKS based on responses received through the public review process;
- support the work of SBOE review committees to review the draft for designated SBOE members;
- solicit responses to draft TEKS from content experts;
- print and distribute TEKS following adoption by the SBOE; and
- support the work of statewide centers, including centers for educator development in reading and language arts and social studies, to develop materials, other resources and products, and to conduct training in the adopted TEKS.

Differences between Essential Elements (EEs) and TEKS

The EEs, which are the current curriculum standards in effect until the end of the 1997-98 school year, tell teachers what students should be given the opportunity to learn. The TEKS, on the other hand, tell teachers what students should know and be able to do.

The TEKS are also more rigorous and detailed than the EEs as illustrated by the following examples.

- In the early elementary grades, the TEKS provide greater specificity in the area of phonemic awareness:

Essential Elements
§75.23(h): (2) Integrated vocabulary and comprehension concepts and strategies using a variety of literary forms (genres) and other meaningful forms of print. The student shall be presented opportunities to: (A) develop vocabulary to understand written language in meaningful context; (i) understand that words are composed of sounds and sounds of words are represented by alphabetic letters; (ii) use phonological awareness to decode written language;
Texas Essential Knowledge and Skills
§110.3(b): (1.6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to: (A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);

§110.3(b) (1.6) (contd.):

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) identify and isolate the initial and final sound of a spoken word (K-1);

(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and

(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

- In social studies, Grade 4, the Texas Revolution is treated in greater detail in the TEKS than in the EEs:

Essential Elements
§75.32(k):
(4) History. The student shall be provided opportunities to:
(A) explain basic facts about the founding of Texas as a republic and state.
Texas Essential Knowledge and Skills
§113.6(b):
(4.3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;
(B) describe the successes and problems of the Republic of Texas;
(C) explain the events that led to the annexation of Texas to the United States;
(D) explain the impact of the Mexican War on Texas; and
(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.

Assessment

In accordance with the statewide student assessment plan described on page 22 of the *Academics 2000 Education Improvement Plan*, statewide administration of Spanish-language versions of the Texas Assessment of Academic Skills (TAAS) tests in reading and mathematics at Grades 3-4 began in 1995-96. Statewide administration of Spanish TAAS tests in reading and mathematics at Grades 5 and 6 and writing at Grade 4 began in 1996-97. Currently, end-of-course examinations in English II and U.S. History are being developed for implementation in the 1998-99 school year.

The TEA is also in the process of a two-fold expansion of the statewide assessment system for students in Grades 3-8. Tests are being developed that will assess the academic progress of special education students for whom the TAAS tests are inappropriate measures. These tests will be field-tested before the 2000-01 school year. In addition, tests will be added to the assessment program for measuring the English reading proficiency of limited English proficient students. These tests will be field-tested in the 1998-99 school year.

Alignment of Essential Knowledge & Skills, Assessments, Instructional Materials and Resources, and Professional Development

The adoption of the Texas Essential Knowledge and Skills (TEKS) was the critical first step toward aligning all aspects of instruction in Texas public schools. The next steps will bring instructional materials, assessment, and professional development in line with the TEKS.

At the November 1997 meeting, the State Board of Education (SBOE) approved a balanced instructional materials adoption cycle that shifts Texas to a K-12 single subject area adoption within the next three years. For over thirty years Texas has selected instructional materials in a mixed subject area manner, in which the budget determined which subjects were included. The move to a subject area cycle will be made in three steps. The first is Proclamation 1997, which the SBOE issued in November 1997. This proclamation calls for instructional materials for primary level reading and language arts (in English and Spanish), literature for Grades 9-12, and elementary science (in English and Spanish). The second step will occur when the SBOE issues Proclamation 1998, which tentatively calls for the balance of reading and language arts materials for the elementary grades as well as middle school literature and all remaining secondary language arts and science materials. The third step will occur when the SBOE issues Proclamation 1999, which is scheduled to include social studies materials for Grades 1-12. Proclamation 1999, the first single subject area proclamation will begin the cycle that will coordinate the selection of instructional materials with the review of the TEKS in foundation and enrichment subject areas.

With the final approval of the TEKS in July 1997 and the approval of the subject area materials in November 1997, a review of all statewide assessments is planned so that the assessment system will be aligned with both the curriculum and the instructional materials adoption cycle. The Texas Education Agency is taking steps to align the TAAS with the TEKS as soon as possible.

Professional development to support implementation of the TEKS has begun in a number of quarters. At a statewide meeting held in December 1997, professional development products and processes planned and developed by the four foundation area centers for educator development (CEDs) and other centers that support the career and technology education subjects and

technology applications were showcased. Additionally, a plan is in place to create strong connections between the TEKS implementation efforts and the Professional Development and Appraisal System (PDAS). These efforts are intended to coordinate professional development activities and TEKS implementation to the greatest extent possible.

Coordination of Academic Programs with Career and Technology Education and School-to-Work Transition

4.2.1. The percentage of students in career and technology education and school-to-work pathways who pass all sections of the TAAS will increase in comparison to the state average and the state standard of 90 percent.

The performance of students in career and technology education has continued to increase in comparison with the state average. For example, the percentage of 10th-graders in career and technology programs passing all Texas Assessment of Academic Skills (TAAS) tests increased from 43 percent in 1994 to 65 percent in 1997 (a 22-point gain over three years), while the percentage of all 10th-graders passing all TAAS tests increased from 54 percent in 1994 to 67 percent in 1997 (a 13-point gain over three years).

% of Students in Career and Technology Education Passing Texas Assessment of Academic Skills					
	Spring 1994	**Spring 1995**	**Spring 1996**	**Spring 1997**	**Progress**
Grade 7	50%	55%	63%	73%	↑
Grade 8	47%	48%	55%	64%	↑
Grade 10	43%	49%	57%	65%	↑

4.2.2. The percentage of students with a concentration in career and technology education placed on the job or in a post-secondary program will increase to 90 percent.

This measure does not represent the full number of students placed on the job or in a postsecondary program. School districts are often unable to obtain information about the post-high school status of all students. Additional measures are being explored.

1993-94	**1994-95**	**1995-96**	**Progress**
72%	71%	71%	No change

Enrollment in secondary career and technology programs has risen over the past three years, increasing the need for high-quality career and technology education programs. Seven content area teams that included teachers, administrators, professional association members, postsecondary faculty, and assessment experts developed the Texas Essential Knowledge and

Skills for career and technology education. These teams consulted frequently with members of other content area teams to ensure coordination.

In 1996, the Texas Education Agency published the *State Plan for Career and Technology Education, 1997-1999*, as required by state legislation. The plan was developed as a guide to assist school districts to prepare students for further education and eventual employment. It emphasizes rigorous academic preparation and local flexibility. The plan is available on the TEA web site at http://www.tea.state.tx.us/Cate/new_plan.html.

Qualified and highly effective personnel will be recruited, developed, and retained.

Accountability System for Educator Preparation

To continue to enhance the quality of the teaching force in Texas, the State Board for Educator Certification (SBEC) will implement an accountability system beginning September 1998 that is the basis for accrediting each Texas entity that prepares educators for certification. Until 2002, the accreditation rating will be based on the performance of persons on certification examinations such as content and pedagogy tests. Beginning in 2002, the performance of new educators in the public schools will also be used as an indicator of the quality of a preparation program. Each educator preparation program will receive an annual rating. If an educator preparation program falls below the standards set by the SBEC, the program must meet the standards within three years or lose recognition by the SBEC to prepare persons for certification as a Texas educator.

Educator Supply and Demand

For measures 5.1.1 and 5.1.2, data for 1996-97 and beyond cannot be compared to those reported in previous years due to changes in the methodology used by the SBEC. Therefore, progress cannot be determined relative to previous years.

5.1.1. Ninety-eight percent of teachers will be in teaching positions for which they are certified.

The percentage of teachers who were certified for all the assignments they held in 1996-97 ranged from a low of 70.4 percent in high school to a high of 87.8 percent in elementary school.

Percentage of teachers who were certified for all assignments they held		
	Baseline 1996-97	**Progress**
Prekindergarten/ Kindergarten	74.7%	-
Grades 1-6	87.8%	-
Grades 7-8	71.3%	-
Grades 9-12	70.4%	-

5.1.2. The percentage of teachers on permit in critical shortage areas will be reduced.

Data for the measure as reported previously reflected an estimate of teachers with permits. The figures shown below, however, reflect an actual percentage of teachers who held no certificate for any assignment they held, regardless of whether or not they had permits to teach.

Percentage of teachers who held no certificate for any assignment they held		
	Baseline 1996-97	**Progress**
Prekindergarten/ Kindergarten	12.4%	-
Grades 1-6	7.2%	-
Grades 7-8	22.8%	-
Grades 9-12	20.5%	-

5.1.3. The percentage of beginning teachers who continue to teach in Texas public schools three years later will increase.

This measure of educator workforce retention shows improvement during the past decade. Of the teachers who began teaching in Texas public schools in the 1988-89 school year, 63.9 percent continued to teach in Texas public schools three years later. Of the teachers who began teaching in 1993-94, 69.4 percent remained in Texas classrooms three years later.

Year teachers began teaching	**Baseline 1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93**	**1993-94**	**Progress**
Percent who continued to teach three years later	63.9%	66.3%	68.4%	70.4%	68.0%	69.4%	↑

5.1.4. The percentage of beginning teachers and mentor teachers who rate induction programs as meeting their needs and contributing to improving teaching and learning will increase.

As reported in the Academics 2000 Plan, the TEA Teacher Preparation Study found wide variations in the quality of mentor teacher arrangements.

1996-97	Progress
Updated information unavailable	Cannot be determined

Centers for Educator Training and Professional Development

The *Texas Center for Reading and Language Arts* and the *Social Studies Center for Educator Development* were established in 1996. The centers serve as vehicles for implementing the Texas Essential Knowledge and Skills (TEKS) and as models for exemplary instructional strategies and effective staff development practices. Their purposes are to:

- provide educators with a deep and thorough knowledge of reading/English language arts and social studies as exemplified in the TEKS;
- increase educators' access to high-quality teaching models; and
- establish a coordinated system of teacher education and professional development, planning, evaluation, and follow-up.

Texas Center for Reading and Language Arts

Faculty from the University of Texas at Austin (UT-Austin), in collaboration with Region XIII Education Service Center (ESC), and Austin Independent School District (AISD), established the *Texas Center for Reading and Language Arts* with Academics 2000 funding. The Center has received $2.4 million in Academics 2000 funding thus far. The Center's chief purpose is disseminating information on new learning standards in English language arts and reading in Texas.

The Center's staff developed frameworks for teaching materials on the new TEKS. The materials include the following:

- Five professional development guides designed for instructional leaders to inform educators about the new English language arts and reading curriculum in Texas. Each professional development guide is accompanied by a videotape filmed in Texas classrooms, and illustrates the TEKS in use.
- Instructional stories or vignettes written by teachers across Texas, which demonstrate, interpret, and elaborate exemplary implementation of the TEKS. Of the 429 vignettes received, 300 were used to produce a core of illustrative material on a CD-ROM titled *Litera-CD*. Vignettes can be searched by specific knowledge and skill, by key word or phrase, by grade level, or by language arts strands such as reading, writing, or listening. The CD-ROM contains the entire TEKS, as well as related sources, and is available through the regional ESCs.

The Center's second purpose is to plan for the application of the TEKS in multiple settings through the Reading Spotlight Schools, preservice education, curriculum alignment efforts of school districts, staff development, and laboratories for students experiencing difficulties in reading and writing. To this end, the Center's efforts have included the following:

- A middle and secondary site application titled *Effective Mentoring in English Education*. This project site explores and identifies skills and practices that best assist new middle and high school teachers.
- A professional development guide for Texas elementary teacher educators participating in staff development workshops.
- The Literacy Lab, a field-based, after-school, community-supported laboratory directed by AISD and UT-Austin faculty. The Literacy Lab's instructional components include: (1) purposeful reading in both easy and more challenging materials; (2) daily opportunities for writing; (3) explicit and implicit word study tied to reading and writing; (4) home reading; and (5) a read-aloud/discussion time. The most tangible measures of student progress have been dramatic increases in standardized reading tests. Almost every child who enrolled in the program for the full 40 weeks (and some who were discontinued because they reached grade level reading performance) reached grade level performance or made progress equivalent to two to three school years.

The third purpose of the Center is communicating the state's efforts in working toward the Texas Reading Initiative. Toward that end, the Center developed newsletters and a web page where educators could interact with peers across Texas on the proposed reading and English language arts TEKS. In addition, the Region XIII ESC provided 12 days of staff development for the reading liaisons of each ESC and the staff of Reading Spotlight Schools.

Social Studies Center for Educator Development

The *Social Studies Center for Educator Development*, established as a collaboration of Texas A&M University and Region VI ESC, provides a statewide coordinated system of ongoing education and professional development for educators in Texas, focusing on implementation of the TEKS for social studies at all grade levels. The Center has received $1.7 million in Academics 2000 funding thus far.

The Center's activities have included:

- Developing a web site that contains related materials such as a complete glossary of terms and biographies of individuals mentioned in the TEKS; an annotated list of social studies CD-ROMs, an annotated bibliography of books for children and adolescents, and a social studies educator resource guide to using Texas museums.
- Collaborating with agencies such as the George Bush Library on an internet virtual tour project and a current world-events project, and working with the Texas Council for the Social Studies to develop the Social Studies Educator Recognition Program. The Program is an individual professional development design based on the Five Models of Staff Development.
- Providing statewide training opportunities through the 20 ESCs on topics such as implementation of the TEKS for social studies for effective classroom use and technology training appropriate for one- or multi-computer classrooms and labs.
- Conducting a series of sessions for teams of trainers from each ESC on topics such as *Social Studies Connections to English Language Arts and Mathematics* and *Social Studies TEKS: Content and Strategies for Implementation*. After participating in the sessions, the teams

assist teachers in their regions in implementing the TEKS. The Center works in partnership with the 20 ESCS to conduct these sessions.

- Constructing a state social studies framework.

Technology Projects

The Technology for Educator Development (TED) liaison is supported by the TEA in partnership with Region VI ESC and the Center for Distance Learning Research at Texas A&M University. The TED supports and coordinates the technology efforts of the centers for educator development (CEDs) by:

- collaborating with CEDs and other staff development programs in developing technology training for use of CED technology-based products;
- identifying common standards to be used in technology production such as development of web sites and CD-ROMs; and
- sharing information about emerging technologies and technology related issues.

Professional Development on the TEKS for Instructional Leadership

The Charles Dana Center at UT-Austin received $50,000 to support professional development for district and campus administrators on implementing the TEKS. In the fall of 1997, the Dana Center began developing the training sessions to be provided in the spring of 1998.

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Comparing Texas and National Performance

6.1.1. The performance of Texas students will consistently exceed national norms.

Texas began administering the Metropolitan Achievement Test (MAT-7) to a statewide sample of students in 1995 to obtain national comparative student performance data.

Results of MAT-7 assessments given in spring 1996 indicate that Texas students performed slightly below national norms in reading in Grades 3-8 and 10 (with the exception of Grade 5). The national norm is expressed in normal curve equivalents (NCEs); an NCE of 50 represents the national average. The NCEs in reading have improved between 1995 and 1996 in all grades except Grade 7. In mathematics, scores in Grades 3-8 were above national norms but have declined from 1995 to 1996.

	Baseline MAT-7 1995	Most Current MAT-7 1996	Progress
Reading NCE Scores			
Grade 3	48.9	49.9	↑
Grade 4	47.2	49.3	↑
Grade 5	48.4	50.2	↑
Grade 6	47.3	48.2	↑
Grade 7	48.4	47.7	↓
Grade 8	46.3	47.2	↑
Grade 10	43.1	44.5	↑
Mathematics NCE Scores			
Grade 3	58.0	54.7	↓
Grade 4	58.9	56.5	↓
Grade 5	58.2	57.1	↓
Grade 6	53.3	54.2	↑
Grade 7	51.9	53.3	↑
Grade 8	52.1	50.1	↓
Grade 10	51.3	47.4	↓

6.1.2. The performance of Texas students on the NAEP will consistently exceed national performance.

In 1992 and 1994, a sample of Texas students in Grade 4 participated in the National Assessment of Educational Progress (NAEP) reading assessment. In 1992, the Texas score of 213 was 2 points lower than the national average. In 1994, scores dropped slightly from 1992, with Texas 1 point lower and the national average 3 points lower.

In 1996, a sample of Texas students in Grades 4 and 8 took the NAEP mathematics assessment. At Grade 4, the 1996 Texas average mathematics score of 229 was not only higher than the 1992 Texas score, but also 7 points higher than the national average. At Grade 8, students achieved an average score of 270, higher than the 1992 Texas score by 6 points, and only one point short of the national average.

NAEP Reading Performance	Baseline 1992	Most Current 1994	Progress
Texas, Grade 4	213	212	↓
U.S., Grade 4	215	212	↓

NAEP Mathematics Performance	Baseline 1992	Most Current 1996	Progress
Texas, Grade 4	218	229	↑
U.S., Grade 4	218	222	↑
Texas, Grade 8	264	270	↑
U.S., Grade 8	266	271	↑

6.1.3. The percentage of students completing the Recommended High School Program will increase.

School districts first reported data on completion of the Recommended High School Program in 1995-96. The numbers are low because the class of 1995 began high school prior to the adoption of the Recommended High School Program by the State Board of Education. There was a slight increase (0.1 percentage point) in the 1996 graduating class.

Baseline Class of 1995	Most Current Class of 1996	Progress
N = 507 (out of 169,085) or 0.3%	N = 660 (out of 171,844) or 0.4%	↑

6.1.4. The percentage of students completing the Distinguished Achievement Program will increase.

The Distinguished Achievement Program, to be phased in by the year 2000, allows districts to develop their own advanced and honors level courses. The program also requires students to complete requirements of the Recommended High School Program and to have high performance on four advanced measures that are equivalent to college or professional level work. In 1995-96, districts had the option of offering the program for the first time. In the class of 1995, 177 students (0.1 percent) selected this program as their graduation plan. This number decreased slightly to 156 in 1996, but the percentage remained the same (0.1 percentage point).

Baseline Class of 1995	Most Current Class of 1996	Progress
N = 177 (out of 169,085) or 0.1%	N = 156 (out of 171,844) or 0.1%	-

6.1.5. The performance of Texas students on college entrance examinations will exceed the national average.

Beginning in 1995-96, the SAT I was recentered. For comparison purposes the 1993 SAT score (884) on the original scale reported on the *1996 Academics 2000 Progress Report* converted to an SAT I score (988) on the recentered scale. The average SAT I score of Texas public and private school students decreased 1 point between 1995 and 1996 from 996 to 995. The average ACT composite score for Texas public and private school students increased to 20.2.

The percentage of public school students meeting or exceeding the Texas Academic Excellence Indicator System (AEIS) criterion on college admission tests (either 1110 on the SAT I or 24 on the ACT) decreased between 1995 and 1996, from 27.7 percent to 26.3 percent. The 1993 criterion score of 1000 is equivalent to the 1996 SAT I criterion of 1100 on the recentered scale.

Public school students' SAT/SAT I or ACT test participation decreased from 64.8 percent in 1995 to 64.7 percent in 1996.

	Baseline 1993	1995	Most Current 1996	Progress (from 1995)
Mean SAT I	988	996	995 (public school only = 993)	↓
Mean ACT Composite	20.1	20.0	20.2 (public school only = 20.1)	↑

	Baseline 1993	1995	Most Current 1996	Progress (from 1995)
% of Students Meeting or Exceeding Criterion	26.8%	27.7%	26.3%	↓
% of Students Who Took the SAT I or ACT	64.2%	64.8%	64.7%	↓

6.1.6. The number of advanced placement examinations receiving grades of 3 or higher (per 1,000 Texas 11th and 12th graders) will increase.

A grade of 3 or higher is generally sufficient to make students eligible for college credit. Participation and performance of Texas students has increased as fast, if not faster than, the rates nationally. For example, in 1991, 13 advanced placement (AP) exams in English (per 1,000 11th and 12th graders) received a grade of 3 or above, compared to 16 exams nationwide. By 1997, that measure had increased to 32 for Texas and 25 for the nation. Similar increases are evident in other subject areas.

Advanced Placements Exams (per 1,000 Texas Students in Grades 11 and 12)				
	Baseline 1991	1995	Most Current 1997	Progress
All Texas exams with scores from 3 to 5	34 to 35	59	81	↑
Participation across All exams	TX = 57* U.S. = 98*	TX = 103* U.S. = 122*	TX = 136* U.S. = 139*	↑

**Source for Texas and national participation rate data: College Board AP reports. Texas and U.S. rates include both public and private school students, as do those for performance.*

School campuses will maintain a safe and disciplined environment conducive to student learning.

Safe Schools

7.1.1. The rate of criminal activities on school campuses will decrease.

In 1996, only 14 districts participated in Uniform Crime Reporting (UCR). Until 1996, the districts submitting UCR data were not identified, making it impossible to calculate comparable rates of offenses per 10,000 persons. In 1996, UCR data collection began identifying districts so that year-to-year comparable data will be available in the future.

Uniform Crime Reporting Survey of School Districts				
	Baseline 1994	**1995**	**Most Current 1996**	**Progress**
Number of criminal offenses among school districts that voluntarily collected the UCR data	2,804 as reported by 12 school districts	3,104 as reported by 13 school districts	3,417 as reported by 14 school districts	Cannot be determined

7.1.2. The number of weapons arrests among school-age children will decrease.

The Texas Crime Report indicates substantial reductions over the past three years in the number of weapons arrests among youth aged 13-17. After rising 113 percent over five years, the number of weapons arrests declined from 5,146 in 1993 to 3,613 in 1994, to 2,691 in 1995, and to 2,472 in 1996.

Baseline 1994	**1995**	**Most Current 1996**	**Progress**
3,613	2,691	2,472	↑

7.1.3. The percentage of students using illicit drugs will decrease.

The results from the 1996 *Texas School Survey on Illegal Drugs and Alcohol* indicate significant increases in teenage drug use in Texas. Among Texas secondary students (Grades 7-12), 34 percent reported using illegal drugs at some point in their lives, up from 22 percent in 1992. Eighteen percent of the students reported using an illegal drug in the month prior to the survey, up from the 8 percent reported in 1992.

When asked if they had ever used alcohol, 73 percent of the 1996 students reported that they had, down from the 76 percent who reported having used alcohol in 1992.

This survey is done every other year, so new data will be available in 1998.

	Baseline 1992	Most Current 1996	Progress
% of students having used drugs some time in their lives	22%	34%	↓
% of students having used drugs in the month preceding survey	8%	18%	↓

The Texas Commission on Alcohol and Drug Abuse also completed a drug and alcohol use survey in 1996 of a sample of Texas fourth, fifth, and sixth graders. Twenty-five percent of students surveyed reported using some type of substance during 1996. The most common substances are alcohol and tobacco. A large increase in substance use was reported from the fifth to the sixth grade. Also, as girls get older, they increase their substance use at a faster rate than boys do.

In its annual statewide evaluation of the federal Safe and Drug-Free School and Communities Act (SDFSCA) programs in schools, TEA collects program indicators of student behaviors related to drugs, arrests, violence, weapons, gangs, expulsions, out-of-school suspensions, and placement in alternative education programs. For 1995-96, districts reported 480,890 incidents of these behaviors. The preliminary figures for 1996-97 show 517,028 incidents (an increase of 7.5 percent).

The rate of student drug use presents a significant barrier in the efforts of Texans to ensure that all students will achieve their full educational potential. Texas is tackling the problems of school violence and drug abuse by setting goals and allowing local communities to design programs to meet those goals. For 1997-98, Texas received $40,851,957 in SDFSCA funds. Twenty percent of the funds go to the Texas Governor's Office and 80 percent go to the TEA (with 91 percent of these funds ($29,740,225) going to local public and private nonprofit schools). The funds going directly to schools are used for a variety of activities, including staff training in violence and drug prevention, parent and community education, school security and safety, curricula on violence and drug prevention, Student Assistance Programs, alternative education programs, law enforcement support programs, and other services for students.

The Governor's Plan, funded by SDFSCA, requires all local applicants to participate in a comprehensive community planning process. Local plans must target neighborhoods with high rates of violence, drug- and gang-related activities, weapons violations, truancy, and school dropouts. A state-level advisory committee provides interagency coordination of safety and drug abuse issues. The Region II Education Service Center has a statewide program (funded by

SDFSCA) that enables all regional service centers to provide school districts with technical assistance and staff development on safety and drug abuse issues, newsletters, and a statewide SDFSCA conference.

Students who commit infractions of local codes of conduct are removed from regular classrooms and placed in an alternative education program in the district, in a multi-district cooperative, or in one of the Juvenile Justice Alternative Education Programs (JJAEPs) that have been established in 22 Texas counties with over 125,000 students. Alternative education programs are held accountable for student performance either through the regular accountability system or an alternative system that uses locally-defined criteria on indicators such as TAAS performance, dropout rate, attendance, GED completion, course/credit completion, and/or dropout recovery rates.

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Promote Campus and District Improvement and Reform

8.1.1. The annual statewide survey of decision-making and planning structures, required by Texas Education Code, §11.254(b), will report improvements in the use of site-based decision making and improvement planning.

The Survey of the District Level Decision Process in Texas Public Schools will be modified to reflect changes in the Texas Education Code while providing information comparable to prior years. The 1997-98 survey is currently being conducted.

Baseline 1994-95	1995-96	Most Current 1996-97	Progress
87% of the 787 survey respondents reported that district-level decision making is working effectively in their districts.	Data from 1994-95 are the most recent.	Data from 1994-95 are the most recent.	n/a

As part of a 1995-96 TEA study of 466 first-grade teachers from 99 Texas campuses, they were asked how much influence teachers have in their campus' site-based decision making. The large majority (72.8 percent) indicated that teachers had moderate-to-extensive influence in site-based decision making.

8.1.2. The number of research presentations at state, regional, and local conferences made by local educators will increase.

Research presentations are made annually at the Administrators' Midwinter Conference in Austin. Based on information provided in the conference agenda book, sessions presented by in-state educators, representatives of in-state institutions of higher education, or in-state research organizations were tallied to gauge progress on this measure.

Baseline 1994	1995	1996	Most Current 1997	Progress
6	15	8	19	↑

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Long-Range Plan for Technology, 1988-2000

9.1.1. Texas will accomplish the schedule established in the *Long-Range Plan for Technology, 1988-2000.*

The following key objectives of the plan have been accomplished:

- Texas Education Network (TENET);
- Texas School Telecommunications Access Resource (T-STAR);
- Texas Center for Educational Technology (TCET);
- Regional Education Service Centers' Preview and Training Centers;
- Technology Demonstration Programs;
- Texas Education Telecommunications Network (TETN);
- Technology allotment to schools, with $400 million distributed since 1992 to purchase hardware and software and provide training; and
- Texas Library Connection (TLC).

Long-Range Plan for Technology, 1996-2010

Several factors led to the reexamination of the goals and recommendations of the 1988-2000 plan, including changes in Texas legislation (*Senate Bill 1*, *House Bill 2128*, and *House Bill 85*), national legislation (*Section 317 of Goals 2000* and the *Telecommunications Act of 1996*), advances in technology, increased business and industry expectations for technology skills, increased local district control, increased higher education expectations for technology sophistication of high school graduates, and increased need for and opportunities for parent and community involvement in the educational process. These factors led to the development of a new *Long-Range Plan for Technology, 1996-2010*.

The SBOE adopted the Long-Range Plan for Technology, 1996-2010 at the November 1996 board meeting. The plan is available on the TEA World Wide Web site at *http://www.tea.state.tx.us/technology/* and is the basis for competitive applications funded under the Technology Literacy Challenge Fund (TLCF). Through the grant process, all public and charter schools are eligible to apply for funding to help implement the Long-Range Plan for

Technology, 1996-2010. The TLCF funds for Texas were $15.5 million for 1996-97 and $32 million for 1997-98.

Technology Projects

Year 1 funds were awarded to the Region VI Education Service Center to develop a common template of navigation tools for technology products. This resulted in a common interface with electronic access to World Wide Web resources for each of the four Centers for educator development. Each center has a website, offering resources in reading/language arts, mathematics, science, and social studies.

Year 2 funds resulted in Project START (Sharing Technology Applications Resources for Teachers) developed by the Texas Center for Educational Technology (TCET). Project START provides resources to assist K-12 educators in the implementation of the Texas Essential Knowledge and Skills (TEKS) for Technology Applications. Resources include a website, CD-ROMs, videos, and print materials. All school districts received a START kit with these resources.

Year 3 funds were equally distributed to the four centers for educator development to continue to use technology to provide educator resources in the four core content areas.

Progress on Technology Measures

9.1.2. All Texas high school graduates will demonstrate computer-related competencies.

One credit of technology applications is a requirement for graduation for ninth graders (starting in 1997-98), as approved by the SBOE in September 1997.

The SBOE adopted the Technology Applications TEKS at the April 1997 board meeting.

Baseline	Most Current	Progress
Baseline will be established in 2002 when the 1997-98 ninth graders graduate.	-	-

9.1.3. The percentage of school districts which meet or exceed the state standard for the student-computer ratio will increase.

The Long-Range Plan for Technology for 1988-2000 called for a student-computer ratio of 6:1 for years 1992-96, and 4:1 for years 1996-2000. The percentages listed for 1994-95 and 1995-96 were based on data reported by districts. They included all computer equipment, including those that could not run the latest instructional software, much of which is multimedia intensive and requires high speed processors and CD-ROM drives. The TEA has discontinued this method of counting technology equipment.

The 1997 yearly Market Data Retrieval survey data (sent to all schools, with a 50 percent return rate) for Texas indicated the current Texas ratio to be 6.6:1, which is better than the national average of 7.3:1. With increasing opportunities afforded by the Technology Literacy Challenge Fund to lower this ratio, Texas figures should continue to improve over the next several years. A pilot tracking system will be built into the TLCF grant process.

	1994-95	1995-96	1996-97*	Progress
% of districts meeting standard	32.9%	26.6%		-
Statewide student computer ratio	9:1	10.2:1	6.6:1	-
National student computer ratio			7.3:1	-

**Please note that data in this column are not comparable to previous years.*

9.1.4. The number of school districts with direct access to the Texas Education Network and other Internet resources will increase.

By 1996-97, 25 percent of Texas school districts had direct connections to the Internet. When the text-based Texas Education Network (TENET) was created in 1991, it was innovative and progressive. However, due to availability of more cost efficient technology and more sophisticated services offered by commercial Internet providers, the TEA determined it was no longer cost effective to maintain the TENET modem pools and other resources across the state, and discontinued funding for TENET as of January 1, 1998. Funding for schools to access the Internet is available through the technology allotment, Technology Literacy Challenge Funds, the Telecommunication Infrastructure Fund, and local funding.

Baseline 1993-94	1995-96	Most Current 1996-97	Progress
0%	10%+ (through TENET)	25% (through all Internet providers)	↑

CONCLUSION

This progress report finds the State of Texas making continued progress in achieving the objectives of the Academics 2000 initiative. At the state level, Texas achieved a key component of the initiative with the adoption of the Texas Essential Knowledge and Skills by the State Board of Education. Texas schools will begin implementing the new content standards in the 1998-99 school year. The state has already begun making steps to align its assessment program, instructional materials, professional development, and educator training with the new standards.

Highlights of Progress

- The most significant improvements made in 1997 were by Texas students on the Texas Assessment of Academic Skills (TAAS). Nearly three-quarters of all students passed all TAAS tests taken in 1997. Overall performance has increased by 17 percentage points over the past three years, while the performance gap among the ethnic groups has continued to decrease.

- Reading performance continues to improve. Eighty-four percent of all students in Grades 3-8 and 10 passed the reading TAAS in 1997, up from 77 percent three years ago. The Texas Reading Initiative is seeking to increase reading performance beyond these levels by targeting the goal of having all students read on grade level by Grade 3.

- Mathematics performance, traditionally lower than other subject areas, has risen considerably, especially among minority groups. Over a three-year period, the percentage of African American students passing mathematics TAAS increased by 26 percentage points. Hispanic students increased their performance on the test by 25 points, and performance of economically disadvantaged students improved by 26 points.

- In 1997, a year when accountability standards increased for the *recognized* and *acceptable* levels, the number of *exemplary* campuses rose by 73 percent and the number of *recognized* campuses increased by 24 percent from a year ago. The 683 *exemplary* campuses in 1997 represent over ten times the number of campuses that received the honor three years ago. The number of *exemplary* districts rose to a high of 64, also a ten-fold increase since 1994. Meanwhile, the number of *low-performing* campuses fell to a low of 67 despite higher standards for the percentage of students passing the TAAS.

- In the 1996 National Assessment for Educational Progress mathematics assessment at Grade 4, Texas students not only improved on the 1992 average Texas score, but scored 7 points higher than the national average.

- The number of Grades 11 and 12 students making grades of 3 or higher on Advanced Placement examinations increased from 1995 to 1996, as did the percentage of Grades 11 and 12 students taking the tests.

- Twenty-five percent of all Texas districts now have direct access to the Internet. This number is expected to increase substantially in the coming years as a result of state and federal initiatives to expand affordable Internet access for public schools.

Areas for Improvement

- In 1996, 34 percent of Texas secondary students reported having used drugs as some point in their lives. Also that year, 25 percent of fourth, fifth, and sixth graders reported using some type of substance, primarily alcohol and tobacco. These statistics point to the need for aggressive drug education and prevention programs.

- Incidents of student behaviors related to drugs, arrests, violence, weapons, gangs, expulsions, out-of-school suspensions, and placement in alternative education programs, have risen. For 1995-96, districts reported 480,890 incidents of these behaviors. The preliminary figures for 1996-97 show an increase of 7.5 percent to 512,028 incidents. This increase could be attributed partly to stricter enforcement of student codes of conduct and other discipline policies by school districts as a result of the 1995 education code.

- The Academics 2000 State Panel expresses grave concern at the statistics on school drug abuse and violence, as they represent the most serious detriment to continued high achievement of Texas students. Goals 2000 funds in Texas are appropriately targeted at early elementary reading programs. These funds, however, impact school safety measures only in an indirect way. The panel calls on state and local leaders to: (1) evaluate the effectiveness of funds currently allocated to address school-age drug abuse and violence; and (2) leverage other sources of funds through the flexibility available through the Ed-Flex program and other state initiatives.

- Grade level retention rates increased slightly. Texas has stepped up implementation of extended-year programs that provide additional time for students who would otherwise be retained together with effective accelerated instruction models.

Summary of Academics 2000 Budget

Goals 2000 Funding Year	**Year One**	**Year Two**	**Year Three**	**Year Four**
Period	07/94-09/96	07/95-09/97	07/96-09/98	07/97-09/99
State Level Activity Funds:				
State Administrative Expenses	$283,304	$1,146,480	$1,087,499	$1,445,326
Academics 2000 State Panel	$132,000	$33,751	$31,612	$32,000
Texas Essential Knowledge and Skills	$1,156,000	$875,973	$432,704	$800,000
Centers for Educator Development	$1,175,066	$1,240,000	$1,200,000	$1,500,000
Technology Staff Development		$180,000	$40,000	$40,000
Subtotal	$2,746,370	$3,476,204	$2,791,815	$3,817,326
Subgrants	$4,105,110	$26,305,450	$24,468,731	$34,355,926
Total State Grant	$6,851,480	$29,781,654	$27,260,546	$38,173,252
Technology Grant (Section 317):				
Administrative Expenses	$10,830			
Technology Plan	$77,851			
Technology Subgrant	$182,079			
Total	$270,760			

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3											
Reading	1997	81.5%	69.3%	73.8%	89.1%	79.4%	92.4%	78.9%	83.9%	72.0%	49.8%
	1996	80.5%	65.7%	72.7%	89.0%	86.3%	91.0%	78.2%	82.8%	70.1%	53.2%
Math	1997	81.7%	66.8%	75.6%	89.4%	78.1%	94.2%	81.9%	81.5%	73.3%	53.0%
	1996	76.7%	59.9%	69.1%	85.4%	79.2%	90.2%	76.7%	76.6%	66.4%	49.1%
All Tests	1997	74.2%	57.6%	65.4%	84.0%	70.7%	89.6%	72.8%	75.6%	62.8%	41.1%
	1996	70.4%	51.4%	60.8%	80.9%	75.4%	85.5%	69.1%	71.6%	57.7%	40.3%
TAAS % Passing Spanish Grade 3											
Reading	1997	44.6%	33.3%	44.6%	60.0%	50.0%	*	39.2%	50.0%	44.3%	27.5%
Math	1997	53.5%	33.3%	53.5%	60.0%	50.0%	*	53.0%	53.9%	53.2%	35.0%
All Tests	1997	37.2%	22.2%	37.2%	56.0%	50.0%	*	33.9%	40.5%	36.9%	21.4%
TAAS % Passing Grade 4											
Reading	1997	82.5%	69.5%	75.5%	90.2%	84.3%	92.5%	80.5%	84.3%	73.0%	46.6%
	1996	78.3%	63.0%	70.3%	86.8%	77.9%	90.5%	76.0%	80.5%	67.5%	44.2%
Writing	1997	87.1%	76.7%	83.3%	92.1%	86.3%	95.2%	84.7%	89.3%	80.4%	52.5%
	1996	86.3%	76.9%	82.4%	90.9%	85.1%	94.8%	83.4%	89.1%	79.9%	53.5%
Math	1997	82.6%	66.3%	77.1%	90.2%	83.8%	94.7%	83.3%	81.9%	73.9%	46.9%
	1996	78.5%	60.7%	71.7%	86.8%	76.8%	92.9%	79.2%	77.9%	68.3%	43.9%
All Tests	1997	72.0%	53.5%	63.5%	82.0%	73.7%	88.1%	70.3%	73.6%	59.8%	31.9%
	1996	67.2%	47.9%	57.7%	77.4%	65.3%	85.3%	65.1%	69.2%	54.1%	29.9%
TAAS % Passing Spanish Grade 4											
Reading	1997	36.8%	*	36.8%	18.2%	*	-	31.8%	41.9%	36.5%	14.8%
Math	1997	48.0%	*	48.0%	54.5%	*	-	48.2%	47.9%	48.0%	22.9%
All Tests	1997	29.6%	*	29.6%	18.2%	*	-	26.9%	32.4%	29.5%	10.8%

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 5											
Reading	1997	84.8%	72.8%	77.4%	92.4%	86.2%	94.0%	82.6%	86.8%	75.7%	47.5%
	1996	83.0%	69.5%	75.3%	90.8%	85.4%	92.0%	81.2%	84.7%	73.1%	46.1%
Math	1997	86.2%	71.6%	81.5%	92.7%	87.2%	96.4%	86.0%	86.3%	78.7%	48.7%
	1996	79.0%	58.8%	72.4%	87.7%	79.6%	93.5%	79.4%	78.6%	68.7%	42.2%
All Tests	1997	79.2%	62.6%	70.8%	88.6%	79.6%	92.4%	77.6%	80.6%	68.2%	37.0%
	1996	73.5%	52.3%	64.4%	83.9%	74.4%	88.8%	72.8%	74.1%	60.8%	33.7%
TAAS % Passing Grade 6											
Reading	1997	84.6%	74.1%	75.4%	93.7%	88.4%	92.3%	82.4%	86.8%	74.3%	47.6%
	1996	78.4%	63.9%	65.8%	90.1%	80.9%	89.6%	76.3%	80.3%	64.6%	40.4%
Math	1997	81.8%	66.4%	73.6%	91.1%	85.0%	93.7%	81.2%	82.4%	71.7%	40.5%
	1996	77.8%	60.8%	67.9%	88.3%	76.7%	91.6%	76.2%	79.3%	66.1%	35.9%
All Tests	1997	76.8%	59.9%	65.7%	88.5%	81.3%	89.6%	75.1%	78.4%	63.8%	33.0%
	1996	70.1%	51.2%	56.1%	83.9%	70.3%	85.9%	68.0%	72.2%	54.4%	27.3%
TAAS % Passing Grade 7											
Reading	1997	84.5%	74.8%	75.0%	93.6%	87.1%	90.5%	81.6%	87.3%	74.0%	45.1%
	1996	82.6%	71.0%	73.0%	91.7%	84.9%	90.7%	78.8%	86.2%	71.4%	43.9%
Math	1997	79.7%	63.3%	70.6%	89.8%	82.0%	93.1%	79.0%	80.3%	68.8%	35.9%
	1996	71.5%	50.5%	58.7%	84.7%	72.3%	89.0%	70.7%	72.2%	56.6%	28.1%
All Tests	1997	75.1%	57.9%	63.3%	87.4%	78.1%	87.6%	73.1%	76.9%	61.4%	29.0%
	1996	68.0%	46.9%	53.9%	82.2%	68.8%	85.2%	65.9%	69.9%	51.6%	24.1%

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 8											
Reading	1997	81.9%	74.0%	74.2%	91.0%	85.6%	91.3%	81.3%	86.4%	72.7%	44.4%
	1996	78.3%	63.6%	65.9%	89.8%	81.4%	87.1%	76.8%	79.7%	64.3%	37.5%
Writing	1997	80.7%	69.9%	71.0%	90.0%	80.4%	88.4%	76.3%	85.0%	69.4%	33.6%
	1996	76.9%	65.1%	64.8%	87.4%	76.6%	87.2%	72.6%	80.8%	63.8%	30.8%
Math	1997	76.3%	58.8%	65.2%	87.9%	79.9%	91.7%	77.1%	75.7%	63.6%	30.8%
	1996	69.0%	47.4%	55.4%	82.6%	69.8%	88.1%	69.6%	68.5%	53.4%	24.6%
Science	1997	84.6%	69.3%	75.3%	94.6%	87.5%	92.3%	85.6%	83.6%	73.7%	52.7%
	1996	78.0%	60.0%	64.9%	90.6%	79.7%	87.9%	79.7%	76.3%	63.3%	43.4%
Social S	1997	67.4%	50.4%	51.4%	82.4%	71.1%	80.6%	68.8%	66.1%	49.5%	27.8%
	1996	70.2%	52.1%	55.3%	81.9%	73.3%	84.6%	71.2%	69.4%	53.3%	32.3%
All Tests	1997	57.3%	36.3%	40.3%	74.1%	59.9%	74.2%	56.8%	57.8%	38.2%	13.8%
	1996	53.7%	31.1%	36.1%	70.4%	52.7%	72.7%	52.9%	54.4%	34.1%	12.5%
TAAS % Passing Grade 10											
Reading	1997	86.1%	78.9%	75.7%	94.4%	86.8%	87.2%	85.2%	86.9%	73.9%	50.5%
	1996	81.9%	71.3%	69.7%	91.7%	87.9%	83.5%	81.3%	82.4%	67.1%	46.8%
Writing	1997	88.5%	82.7%	79.6%	95.4%	91.7%	89.6%	86.1%	90.7%	78.6%	49.0%
	1996	86.0%	76.9%	77.0%	93.5%	87.4%	86.8%	83.1%	88.6%	74.9%	45.5%
Math	1997	72.6%	54.0%	59.2%	84.9%	74.8%	87.3%	75.1%	70.2%	57.9%	29.4%
	1996	66.5%	45.1%	53.1%	79.0%	69.7%	84.0%	69.1%	64.2%	51.3%	25.7%
All Tests	1997	67.8%	49.2%	52.1%	81.8%	71.7%	79.4%	68.5%	67.1%	50.3%	22.6%
	1996	60.7%	39.3%	45.1%	74.9%	65.5%	73.8%	61.5%	60.0%	42.6%	19.1%
TAAS % Passing Sum of 3-8 & 10 Accountability Subset											
Reading	1997	84.0%	73.2%	75.3%	92.4%	85.3%	91.3%	81.8%	86.1%	73.7%	47.1%
	1996	80.4%	66.8%	70.3%	90.0%	83.9%	89.0%	78.3%	82.4%	68.4%	44.3%
Writing	1997	85.3%	76.1%	77.6%	92.5%	85.9%	90.8%	82.1%	88.2%	76.0%	44.5%
	1996	82.9%	72.8%	74.2%	90.5%	83.0%	89.3%	79.5%	86.0%	72.9%	43.0%
Math	1997	80.1%	64.1%	71.8%	89.5%	81.6%	92.8%	80.5%	79.8%	70.5%	41.8%
	1996	74.2%	55.0%	63.9%	85.0%	74.9%	89.7%	74.4%	73.9%	62.3%	36.7%
All Tests	1997	73.2%	55.7%	61.9%	84.9%	74.7%	86.7%	71.7%	74.6%	60.2%	31.1%
	1996	67.1%	46.9%	54.2%	79.8%	68.6%	82.8%	65.7%	68.4%	52.5%	27.8%

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS Cumulative Pass Rate - Exit										
Class of 1997	86.6%	78.9%	79.3%	92.7%	87.5%	90.5%	86.2%	87.0%	n/a	n/a
Class of 1996	84.7%	76.0%	76.2%	91.7%	80.9%	88.2%	84.4%	85.1%	n/a	n/a
TAAS % Exempted Sum of 1 & 10										
Reading										
LEP 97	2.7%	0.2%	6.5%	0.1%	1.5%	9.8%	2.8%	2.6%	4.8%	0.5%
LEP 96	3.8%	0.2%	9.9%	0.1%	1.6%	11.9%	3.9%	3.7%	7.2%	0.9%
Sp. Ed. (ARD) 97	6.2%	10.8%	6.7%	4.6%	6.9%	2.1%	8.1%	4.2%	9.3%	43.8%
Sp. Ed. (ARD) 96	6.3%	10.6%	6.9%	4.8%	7.1%	2.0%	8.2%	4.3%	9.5%	45.2%
Writing										
LEP 97	2.8%	0.2%	7.0%	0.1%	1.6%	9.6%	2.9%	2.7%	5.2%	0.5%
LEP 96	4.0%	0.2%	10.4%	0.1%	1.6%	10.6%	4.0%	3.9%	7.8%	1.0%
Sp. Ed. (ARD) 97	6.2%	10.6%	6.7%	4.9%	6.8%	1.8%	8.2%	4.2%	9.7%	45.9%
Sp. Ed. (ARD) 96	6.3%	10.3%	6.8%	5.1%	7.1%	1.9%	8.4%	4.1%	9.7%	48.1%
Math										
LEP 97	2.6%	0.2%	6.5%	0.1%	1.4%	9.7%	2.7%	2.6%	4.8%	0.5%
LEP 96	3.8%	0.2%	9.9%	0.1%	1.6%	11.0%	3.9%	3.7%	7.2%	0.9%
Sp. Ed. (ARD) 97	5.7%	10.3%	6.1%	4.2%	6.3%	1.9%	7.3%	4.0%	8.6%	40.5%
Sp. Ed. (ARD) 96	5.9%	10.2%	6.4%	4.5%	6.8%	1.8%	7.6%	4.1%	8.9%	42.5%
End-of-Course Exam (% Taking)										
Biology I										
Grades 8-12 97	19.7%	18.0%	19.1%	20.0%	22.5%	20.6%	19.5%	19.9%	18.0%	10.8%
96	19.9%	18.8%	19.2%	20.1%	26.5%	20.9%	19.7%	20.0%	18.4%	10.6%
Algebra I										
Grades 7-12 97	18.1%	18.0%	18.2%	18.1%	21.6%	18.5%	18.2%	18.4%	17.1%	7.2%
96	17.8%	17.0%	17.3%	17.9%	19.1%	18.3%	17.6%	18.0%	16.2%	6.7%

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
Attendance Rate										
1995/96	95.1%	94.5%	94.6%	95.6%	94.2%	97.2%	95.1%	95.1%	94.8%	93.8%
1994/95	95.1%	94.5%	94.6%	95.6%	94.2%	97.3%	95.2%	95.1%	95.0%	93.8%
Dropout Rate										
1995/96	1.8%	2.3%	2.5%	1.1%	2.0%	1.1%	1.9%	1.6%	1.7%	2.1%
1994/95	1.8%	2.3%	2.7%	1.2%	2.2%	1.0%	2.0%	1.7%	1.9%	2.2%
% Adv. Courses										
1995/96	17.3%	11.7%	12.3%	21.2%	17.0%	32.8%	15.8%	18.8%	10.9%	2.9%
1994/95	15.1%	9.2%	10.5%	18.6%	13.4%	31.0%	14.0%	16.1%	9.1%	2.0%
% Rec. HS Pgm.										
Class of 1996	0.5%	0.2%	0.6%	0.5%	0.0%	0.3%	0.5%	0.5%	0.6%	0.4%
Class of 1995	0.3%	0.4%	0.1%	0.4%	0.0%	0.0%	0.3%	0.3%	0.2%	0.2%
AP Results										
% Taking										
1996-97	8.5%	3.2%	5.2%	10.7%	7.7%	25.3%	7.5%	9.4%	n/a	n/a
1995-96	7.6%	2.6%	4.4%	9.7%	7.8%	23.3%	6.9%	8.3%	n/a	n/a
% Scores >= 3										
1996-97	58.7%	30.0%	45.3%	62.0%	59.2%	69.2%	60.7%	57.1%	n/a	n/a
1995-96	60.6%	31.3%	46.6%	63.4%	62.9%	70.7%	62.1%	59.4%	n/a	n/a
% Examinees >= 3										
1996-97	61.7%	31.4%	52.1%	64.9%	65.6%	73.9%	63.3%	60.5%	n/a	n/a
1995-96	62.6%	32.2%	51.9%	65.4%	70.3%	74.8%	63.8%	61.6%	n/a	n/a
TAAS/TASP Equiv.										
Class of 1996	40.0%	19.2%	24.1%	51.2%	45.9%	53.1%	42.5%	37.7%	22.0%	7.4%
Class of 1995	39.9%	19.1%	23.7%	51.6%	42.5%	52.4%	42.2%	37.9%	20.9%	7.4%
SAT/ACT Results										
% At/Above Crit.										
Class of 1996	26.3%	6.8%	10.1%	34.6%	25.4%	42.7%	29.0%	24.1%	n/a	n/a
% Tested										
Class of 1996	64.7%	60.1%	48.8%	71.1%	90.9%	86.9%	62.4%	66.9%	n/a	n/a
Class of 1995	64.8%	59.1%	49.3%	71.2%	98.1%	86.0%	62.3%	67.1%	n/a	n/a
Mean SAT I Score										
Class of 1996	993	852	908	1043	973	1066	1013	976	n/a	n/a
Mean ACT Score										
Class of 1996	20.1	17.1	17.9	21.4	20.2	21.7	20.0	20.1	n/a	n/a
Class of 1995	20.0	17.2	18.0	21.3	19.8	21.6	20.0	20.1	n/a	n/a

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1996-97 State Performance Report

Preview Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Sum of 3-8 & 10 Special Ed. Subset											
Reading	1997	47.1%	33.8%	33.2%	58.1%	50.0%	58.7%	46.7%	48.0%	35.0%	47.1%
	1996	44.3%	31.7%	29.7%	55.1%	48.4%	58.0%	44.4%	44.2%	32.1%	44.3%
Writing	1997	44.5%	31.3%	33.8%	53.3%	42.6%	61.7%	41.8%	49.8%	33.8%	44.5%
	1996	43.0%	33.3%	32.2%	50.6%	47.3%	60.6%	40.9%	47.0%	32.8%	43.0%
Math	1997	41.8%	25.9%	30.6%	51.9%	45.6%	58.8%	43.8%	37.7%	32.4%	41.8%
	1996	36.7%	22.7%	24.9%	46.4%	41.0%	55.3%	38.4%	33.2%	27.2%	36.7%
All Tests	1997	31.1%	18.4%	20.5%	40.3%	34.1%	45.8%	31.7%	29.8%	22.0%	31.1%
	1996	27.8%	16.7%	16.9%	36.3%	30.1%	44.5%	28.4%	26.4%	18.9%	27.8%
TAAS % Passing Sum of 3-4 Spanish Subset											
Reading	1997	41.6%	30.8%	41.6%	47.2%	50.0%	*	36.3%	46.9%	41.3%	22.2%
Math	1997	51.4%	38.5%	51.3%	58.3%	50.0%	*	51.1%	51.6%	51.2%	29.9%
All Tests	1997	34.3%	23.1%	34.2%	44.4%	50.0%	*	31.1%	37.4%	34.0%	16.9%
TAAS % Passing Sum of 3-8 & 10 Inclusive Subset											
Reading	1997	80.3%	70.2%	70.4%	89.3%	81.4%	90.4%	77.2%	83.3%	68.9%	47.0%
Writing	1997	82.2%	71.0%	74.5%	89.3%	81.7%	90.1%	78.2%	86.3%	72.3%	44.5%
Math	1997	76.4%	61.0%	67.4%	85.9%	77.5%	91.8%	75.8%	76.9%	66.0%	41.7%
All Tests	1997	68.8%	52.5%	57.1%	80.5%	69.9%	85.5%	66.2%	71.3%	55.3%	31.0%

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APPENDIX III
ACADEMICS 2000 SUBGRANTS

Cycle 1

Report on Year 2 Activities (September 1, 1996 to August 31, 1997)

ALDINE ISD

Aldine is located in the Houston area.

Grant Amount: $141,319

Participants: 4 Special Needs campuses with 2,606 PK through 4th grade students and 302 Teachers
Project 01-01: Oleson Elementary, Orange Grove Elementary, Raymond Elementary, Worsham Elementary

Overview: Objectives include providing staff development and strengthening cooperative efforts with parents. Staff training included a combined program of Rigby Reading, Reading Recovery, Project Success, Reading Styles, and Higher Order Thinking. Parent training included a family night program with attendance of 100-400 participants per event. A preservice training component was undertaken in collaboration with the University of Houston for student teachers.

Results: TAAS averages on recipient campuses have improved for all tests: 3rd Grade from 80 (94-95) to 85 (96-7), 4th Grade from 77 (94-95) to 86 (96-97). TAAS averages have also increased for 4th grade reading from 89 (94-95) to 92 (96-97). The retention rate has decreased with a high success rate of students in the extended day program. Two schools achieved "Recognized" status, the other two "Exemplary"

BELTON ISD

Belton is a college town and county seat in central Texas.

Grant Amount: $114,450

Participants: Serves six campuses, four of which are Special Needs campuses, with a total of 2,554 PK through 4th grade children and 450 staff members.
Project 01-02: Central Elementary, Leon Heights Elementary, Miller Heights Elementary, Southwast Elementary, Sparta Elementary, Lakewood Elementary
Overview: Emphasis on TAAS score analysis and improvement; curriculum planning and alignment; professional development in accelerated learning in all content areas; and instructional technology. A preservice Teacher Academy was developed in collaboration with the University of Mary Hardin Baylor. 147 teachers were trained in a summer academy (up to 30 hours each) in technology courses, ESL, writing, TAAS for Tots, and curriculum alignment.

Results: The program completed with the exception of a distance learning collaboration with Texas A & M that the district continues to pursue. Most productive was the "task force process to design and deliver models for needed improvements, particularly in the area of curriculum alignment."

CORPUS CHRISTI ISD

Grant Amount: $135,203

Participants: This grant serves 8 Special Needs campuses with 4, 913 PK through 4th grade students and 265 staff.

Project 01-03: Allen Elementary, Crockett Elementary, Evans Elementary, Garcia Elementary, Los Encinos Elementary, Lozano Elementary, Shaw Elementary, Zavala Elementary

Overview: A reading and math grant, it has a preservice component offering certification for Early Childhood or Bilingual/ESL. Training occurred in Open Court, Gourmet Curriculum, Learning Styles, Accelerated Learning, Learning Centers, Bilingual/ESL methodologies, parent training, and others. Corpus Christi engaged a professional evaluator in order to get the most information from their grant experience.

Results: Of the 8 "Academics 2000" campuses, 4 have achieved an accountability rating of "Recognized," and the other 4, "Acceptable." ITBS and TAAS scores were up from '96 levels, in reading and math, grades 3 and 4. The planning panel shifted the emphasis to reading for the continuation year in light of grant campuses having sent K through 3 teachers for staff development in reading strategies to Texas A&M-Corpus Christi's Early Childhood Development Center. A Master's program supplies has been introduced, and preservice participants will have further opportunity.

DICKINSON ISD

A Houston area ISD

Grant Amount: $100,340

Participants: The grant serves four Special Needs campuses with a total of 2,538 K through 4th grade students, and 152 staff.

Project 01-04: Barber Elementary, Hughes Road Elementary, Little Elementary, Silbernagel Elementary

Overview: Staff development and increased parental involvement are emphasized. Dickinson integrated their Academics 2000 grant with other grant programs to enable them to provide training for PK through 4th grade teachers in reading instruction and Basic Operations math training, to secure program, to increase parental involvement, and develop professional study groups.

Results: Staff received training as stated and 9 trainers were developed in the CRISS program as well. The program had successful Family Math Nights with 500 parents participating, and less success (due to scheduling conflicts) with a preservice intern program in collaboration with the University of Houston—Clear Lake. The remaining aspects of the program completed on schedule with many having become instituted as ongoing activities. Dickinson student achievement scores and teacher performance evaluations are on a steady incline.

EDGEWOOD ISD

Edgewood is in San Antonio.

Grant Amount: $149,000

Participants: 16 Special Needs campuses with 5,640 children in grades PK through 3rd, 350 staff and 14 administrators.

Project 01-05: Burleson Elementary, Cardenas Elementary, Cenizo Park Elementary, Coronado-Escobar Elementary, Emma Frey Elementary, Gardendale Elementary, H.B. Gonzales Elementary, Hoelscher Elementary, L.B. Johnson Elementary, Las Palmas Elementary, Loma Park Elementary, Perales Elementary, Stafford Elementary, Williams Elementary, Winston Elementary

Overview: The program is designed to provide staff development, evaluate campus plans, and develop strategies for improving early childhood education. Training occurred in Open Court, TAAS, Whole Language Inquiry Method, Multi-Age Follow-Up Training, Scientific Method, Centers/Management, Cooperative Learning, Assessment, Writing Process, Portfolio Assessment, Bilingual/ESL, Technology, Learning Styles, and more. Training included: ten effective strategies for Level 1 teachers, one-to-one classroom assistance for Level 1 and 2 teachers, visits to model sites, and an out-of-district conference. A cadre of 25 designated trainers trained in workshop planning, development, and presentation. It became apparent that principals needed to be trained in monitoring and evaluating the implementation of the ten effective strategies.

Results: The project completed on time. Because the Planning Panel was incorporated into the district strategic planning process, planning has been very effective and efficient. Last year the process was modified by creating task forces that collected and analyzed data to make decisions. Most productive has been the use of the district strategic plan subcommittee as the Planning Panel which has allowed the project activities to be developed as part of the district's planning process and so integrated into the curriculum and staff development process so that it is not viewed by campus staff as an added program. Most troublesome was collection of data. The creation of task forces was the strategy implemented to address this difficulty. Overall, TAAS scores for 3rd and 4th grades increased when compared to the previous year. Spring 1997 TAAS results indicated that achievement of 3rd and 4th grade students increased again during the second year of the grant.

ELGIN ISD

Grant Amount: $150,000

Participants: A consortium grant of six districts (Gonzales, Giddings, Elgin, Liberty Hill, Nixon-Smiley, and Burnet), somewhat rural and sprawled over a great distance around Austin, it includes 12 campuses, nine of which are Special Needs campuses with 3,752 PK through 4th grade students and 231 staff..

Project 01-06: Burnet ISD--Bertram Elementary, Burnet Elementary, Shady Grove Elementary; Elgin ISD--Elgin Elementary, Elgin Primary; Giddings ISD--Giddings Elementary; Gonzales ISD--East Avenue Elementary, North Avenue Elementary; Liberty Hill ISD--Liberty Hill Elementary; Nixon-Smiley ISD--Nixon Smiley Elementary

Overview: This is a local-improvement-through-staff-training grant that seeks to continue the services of six instructional specialists to provide strategy training with teachers, to align curriculum, and establish benchmarks for language arts skills. Teachers received training, and family reading nights were held.

Results: "Professiónal development has improved the quality of instruction. . . resulting in improved student performance throughout the consortium." Additionally, the districts have become accustomed to the help of the instructional specialists and request their services with increasing frequency, indicating increased access to improvement. 275 parents attended family reading nights and 32 training topics were offered with from 3 to 50 hours of training available in each. The program completed all aspects except a preservice component to train teachers for ESL endorsement and Bilingual certification, and to train all teachers in ESL strategies with Region XIII ESC. This component was under-budgeted.

GARLAND ISD

Garland is in suburban Dallas.

Grant Amount: $149,968

Participants: This general academics project involves six Special Needs campuses with 1,908 PK through 4th grade students and 156 staff.

Project 01-07: Beaver Elementary, Caldwell Elementary, Freeman Elementary, Shorehaven Elementary, Watson Elementary, Williams Elementary

Overview: The district chose to train a cadre of teachers in reading strategies, to develop strategies to accommodate diverse learning needs, and to train all teachers to implement the strategies. 138 teachers received training and family nights were held.

Results: Garland has tracked the same group of students since the project's inception and found that average math scores improved 12% compared to a district improvement of only 7%. Three of the project schools received "Recognized" status this year. Attendance at workshops was better than expected as well as at family nights, so that programs were expanded to accommodate great interest. Teachers were trained to work with parents; responsibility for student achievement was taken on by everybody; and teachers undertook decision-making to ensure their own students' learning needs figured in the overall plan.

GRAHAM ISD

Graham is south of Wichita Falls.

Grant Amount: $112,750

Participants: This grant serves three Special Needs campuses and a private school with 1,346 students.

Project 01-08: Crestview Elementary, Shawnee Elementary, Woodland Elementary

Overview: The program provides staff development, improvement of school resources, and community involvement. Training included a seminar by Reading Styles' David Lazear in Learning Styles, Multiple Intelligences, and in Accelerated Reader and critical thinking. In-depth training in critical thinking was partially funded by Academics 2000. CDs and curricular software were provided with introductory training sessions. Research was completed on networking campus computers and linking to the Internet.

Results: In addition to training, staff also received relevant materials, which have ongoing impact. For example, each participant also received David Lazear's book. Computer oriented materials for the reading and critical thinking initiatives were made available. One campus was put on the Internet as a pilot project. The wider community also participated. Jim Trelease's Reading Aloud to Children training event attracted 1/8 of Graham's population. Three students from Ranger College participated in the staff development activities as part of the preservice component of work/study scholarships for classroom aides.

HITCHCOCK ISD

Hitchcock is in the Houston area

Grant Amount: $150,000

Participants: This grant serves Hitchcock, Needville, and Kendleton ISDs, totaling 5 campuses (3 are Special Needs campuses) with 1,700 PK through 4th grade students and 36 staff. A private school also participated.

Project 01-09: Hitchcock ISD--Northside Elementary, Stewart Elementary; Kendelton ISD--Powell Point Elementary; Needville ISD--Needville Elementary, Needville Intermediate

[Kendleton ISD had not responded as of 1/1/98.]

Overview: Hitchcock developed strategies for immediate use in PK through 4th grade classrooms. The two reporting districts have trained in Michael Eaton Math, instructional strategies and reading across the curriculum, dyslexia-related strategies, New Jersey Writing, and more. Hitchcock dropped the Writing to Read lab due to technical problems, all other programs completed.

Results: Hitchcock reported increased TAAS writing scores and improvement in reading training for diverse learners as measured by Brigance and TPRI.

HOUSTON ISD

Grant Amount: $149,235

Participants: This grant serves seven Special Needs campuses directly and 173, indirectly, with 5,400 students targeted.

Project 01-10: Blackshear Elementary, Briscoe Elementary, Browning Elementary, Crespo Elementary, Eigth Avenue Elementary, Grissom Elementary, Sanderson Elementary, Smith Elementary

Overview: The program is designed to implement district-wide policies and procedures that focus on early childhood education by increasing "the knowledge base and use by professional personnel of developmentally appropriate practices" within an integrated curriculum in order to increase student achievement and decrease retention. A strong emphasis was placed on planning and developing policies and procedures to communicate the Academics 2000 agenda to the entire district. Individual targeted schools developed training plans to integrate Academics 2000 activities in their School Improvement plans (SIPS). In addition, 29 staff development seminars led by local and national experts and HISD personnel were conducted. Subjects ranged from Core Training in methods for developing the curriculum, to needs-based training for instructors, to methods of supporting parental involvement. The schedule of program activities was communicated to local colleges, universities, and businesses and 134 preservice participants observed at the program schools.

Results: One significant outcome was the development of detailed measures to assess whether the teacher training resulted in an ability to implement new methodologies and strategies in classrooms. Evaluators also analyzed TAAS data and found that the data "directly supported the effectiveness of the program on student achievement."

IRVING ISD

Irving ISD is in suburban Dallas

Grant Amount: $130,725

Participants: The project serves 18 Special Needs campuses with 7,996 PK through 4th grade students and 369 staff. 12 private school teachers also participated.

Project 01-11: Barton Elementary, Bradenburg Elementary, Britian Elementary, Farine Elementary, Good Elementary, Hanes Elementary, John Haley Elementary, Keyes Elementary, Schulze Elementary, Townley Elementary

Overview: Key objectives are to increase knowledge of math for teachers, involve parents as partners in math education, increase knowledge of math content among preservice educators, and incorporate appropriate technology into all instructional arenas. Initiatives included professional development centered on increased personal knowledge of math content for 3rd grade teachers; in-depth training for 1st grade teachers, follow-up in problem-solving for K, 1st, 2nd, and 4th grade teachers, and the introduction of math software. Every school has Family Math Night, and several campuses have Parent Centers and/or Parent Computer Education. Preservice collaboration involved North Texas State University, Texas Christian University and Dallas Baptist College

Results: TAAS scores have increased 10 points from the baseline scores at the beginning of the program, in 3rd and 4th grades. The district reports that the increase in math software for classrooms and "in-depth awareness of objectives by teachers" account for the increase to a large extent.

KAUFMAN ISD

Located southeast of Dallas.

Grant Amount: $149,387

Participants: Kaufman and Terrell ISDs collaborated on this grant which served 6 Special Needs campuses with 2,878 PK through 4th grade students and 247 staff. One private school teacher participated.

Project 01-12: Kaufman ISD--Monday Primary, Phillips Elementary; Terrell ISD--Burnett Elementary, Kennedy Elementary, Langwith Elementary

[The report lacked a response to the last three assessment sections.]

Overview: The districts revised campus planning procedures, provided training in authentic classroom assessment, Cognitive Education, and High Scope Curriculum Design. Trainers taught teachers and parents. The program also provided mini-grants for teaching materials and innovative ideas, and sought to address the needs of children with individual learning styles.

Results: Kaufman reported a number of workshops completed, involvement in a training conference, administrative training retreat, the award of mini-grant, technology improvement and a curriculum alignment conference. Terrell reported 3 workshops, two minority support initiatives and the award of 14 mini-grants. Preservice activity took place at both districts, including funding for alternative certification and training of minority teacher aides.

KILLEEN ISD

Killeen is situated next to Ft. Hood, the largest military base in the country.
Grant Amount: $150,000

Participants: The grant project serves 26 campuses, 21 of which are Special Needs campuses, 14,090 children PK through 4th grade, and 200 staff members.
Project 01-13: Bellaire Elementary, Brookhaven Elementary, Cedar Valley Elementary, Clarke Elementary, Clear Creek Elementary, Clifton Park Elementary, Duncan Elementary, East Ward Elementary, Fowler Elementary, Harker Heights Elementary, Hay Branch Elementary, Haynes Elementary, Marlboro Elementary, Meadows Elementary, Mountain View Elementary, Nolanville Elementary, Peebles Elementary, Pershing Park Elementary, Reeces Creek Elementary, Sugar Loaf Elementary, Venable Elementary, West Ward Elementary, Willow Springs Elementary
Overview: The program supported evaluating and aligning district campus plans, developed teacher cadres of campus-based experts to implement effective teaching strategies that increase student achievement in all subject areas, and provided staff development and training in a range of areas. A Cadre Academy employing consultant instructors trained 23 teachers in Higher Level Thinking, Math and Literature, Scaffolding Reading, and general reading. 101 teachers received staff development training. A preservice component involved classroom teachers who are becoming administrators.
Results: The program completed with the exception of a preservice collaboration effort with nearby institutions of higher learning that were not responsive. TAAS scores in grades 3 and 4 increased in all areas, the increase ranging from 2 to 13 points. Killeen now has 10 "Recognized" campuses, and no "Low Performing" campuses. Nine of the 23 preservice administrators were hired by Killeen ISD as assistant principals and instructional specialists. A district plan for increased student achievement and aligned district and campus goals was completed in draft and delivered to the Superintendent.

LEWISVILLE ISD
Lewisville ISD is just north of Dallas-Ft. Worth.

Grant Amount: $108,200
Participants: The grant serves 3 campuses (2 are Special Needs campuses) with 1,883 PK through 4th grade students and 222 staff.

Project 01-14: Central Elementary, Lakeland Elementary, Peters Colony Elementary

Overview: Goals are to promote instructional and academic improvement, support staff development, and implement technology. Targeted campuses have designated literacy development as a critical need. The grant is a general academics grant that developed an emphasis on literacy. A local improvement plan was developed, implemented and monitored. The professional development component features Early Literacy Inservice Course (ELIC) training to develop literacy and an extensive list of training topics compatible with ELIC training, including cooperation with the LISD Reading Recovery program.

Results: Parent oriented initiatives have been undertaken, including workshops, surveys and the development of Parent Resource Library; alliances have been strengthened with local organizations, for example, with six mini-grants awarded in cooperation with the Lewisville Education Foundation. Balanced Literacy Resource Rooms have been added. With extended staff development, teachers are using the centralized Resource Rooms and collaborating with each other to meet student needs. Increased TAAS scores seem to indicate that the Academics 2000 efforts have been successful.

LEXINGTON ISD--LEE COUNTY EDUCATIONAL CONSORTIUM

In Lee County about 50 miles east of Austin.

Grant Amount: $105,221

Participants: The grant serves a consortium comprised of Lexington, Giddings, and Dime Box ISDs, involving five campuses (four are Special Needs campuses) with 1,131 students and 139 staff.

Project 01-15: Dime Box ISD--Dime Box School; Giddings ISD--Giddings Elementary; Lexington ISD--Lexington Elementary, Lexington Primary

Overview: Program objectives include evaluating and revising district/campus plans as necessary; integrating new technology into the districts, and promoting collaboration through technology with other districts in the county. Giddings opted for Reading Recovery training through Region XIII (and in collaboration with Southwest Texas State University). Lexington and Dime Box teachers trained in the use of integrated productivity software and computer operations. Collaborative efforts provided reading assistance, technology applications in the classroom and in the disaggregation of TAAS data. Teachers and administrators report better use of technology in TAAS analysis. Curriculum alignment, Frameworks, and ELIC training were conducted in-house for the staff members who have been trained in previous year grant funding for Academics 2000. The "Trainer of Trainers" model has proven effective with local people impacting the training of fellow teachers. Parent training sessions were also successful.

Results: Giddings moved up to "Acceptable" rating (on AEIS); Lexington received "Recognized" status; and Dime Box maintained "Acceptable" status with TAAS scores moving up 4 to as much as 20 points. Greater cooperation among the three districts is another positive result.

LUFKIN ISD

East Texas

Grant Amount: $150,000

Participants: This grant serves 10 campuses (one a Special Needs campus) with a total of 3,688 PK through 4th grade students and 156 staff members.

Project 01-16: Anderson Elementary, Brandon Elementary, Brookhollow Elementary, Coston Elementary, Garrett Elementary, Hackney Elementary, Herty Elementary, Kurth Elementary, Slack Elementary, Trout Elementary

Overview: Goals are to establish pilot teams to teach PK and K using the High Scope model; improve district-wide planning on research-based instruction; and create collaborative efforts among parents, the community and schools. Over 100 workshops or training sessions were attended by as many as 33, 45, even 60 participants--an assortment of teachers, teacher aides, parents, and interns. Topics ranged from curriculum and instructional training to computer essentials. This second year continuation created a second pilot team of 2 teachers and 2 teacher aides teaching PK and K in graded, multi-age classrooms, using developmentally appropriate strategies (High Scope model). A collaboration with Stephen F. Austin State University yielded parent involvement training, an outcome of which was intensified home/school partnerships and increased numbers of parents participating in school activities.

Results: The program completed on schedule, and Lufkin resolves to keep early childhood teachers aware of their vital role in students' longer term success in school. "The opportunity to have consultants and time to take full advantage of staff development opportunities has produced results in the classroom."

MCALLEN ISD

Lower Rio Grand Valley

Grant Amount: $150,000
Participants: This general academics grant serves six campuses (five are Special Needs campuses) with 3,123 PK through 4th grade students, 121 staff, and 6 private school teachers participating.

Project 01-17: Alvarez Elementary, Navarro Elementary, Seguin Elementary

Overview: The program provided staff development, stronger cooperation with parents, and preservice training. Staff development topics included Multiple Intelligences, Total Quality Management, Brain Research, Case Management, ESL, Reading Achievement Project, Effective Primary Teaching Strategies, and more. Preservice collaboration saw the placement of student interns in the project schools. Parents also participated: 57 attended Learning Styles training, 45 attended Reading Strategies; and some training sessions were conducted in Spanish.
Results: The project completed on schedule in every respect and 90% or more of respondents at each workshop strongly agreed or agreed somewhat that workshops were effective. Of the six campuses, four showed an increase on test scores at 2nd grade level, five showed an increase at 3rd and 4th grade levels. Fifteen community organizations are participating; the personnel of all the campuses are interacting on grant goals; the Early Childhood and Elementary Five Year Action Plan is something everyone has had a part in and everyone is implementing.

NACOGDOCHES ISD

Near the National Forests of East Texas

Grant Amount: $149,600
Participants: A math and reading grant serving six campuses (five are Special Needs campuses) with 2,507 PK through 4th grade students and 118 staff.

Project 01-18: Brooks-Quinn-Jones Elementary, Carpenter Elementary, Fredonia Elementary, Marshall Elementary, Raquet Elementary

Overview: The grant supported staff development, improved parent involvement and parent training, assessment of early childhood programs and revision as necessary, and integration of campus programs with primary objectives for fourth grade students. An elementary curriculum coordinator and math and reading specialists for PK through 4th grades were hired. Curriculum guides for reading and math, PK through 4th grade, were rewritten and aligned with TAAS. A phonics program (Writing Road to Reading) was implemented for PK through 3rd grade, with weekly teacher training. Early childhood specialists assessed the early childhood program and six classrooms of full-day K programs were established. Staff training and development was offered in 28 workshops and seminars; topics included language arts, learning behaviors, TESA, New Jersey Writing, Math/Science, Hispanic Families, and various technology fundamentals. A productive collaboration with Stephen F. Austin State University yielded experiences in successful schools for staff and preservice students, and included math tutoring for elementary students, involvement in early childhood lab school, and an inservice in parent involvement.

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Results: All elementary schools' TAAS scores increased in math. Math scores on TAAS at district level showed gains for all student groups. Writing scores increased for most students. Reading showed the least gain, although some groups showed some gain, African American students showing the most gain. The 2nd grade pilot program at the SFASU Early Childhood Lab showed the highest gains.

NORTHSIDE ISD

Northside ISD is located in urban and suburban San Antonio.

Grant Amount: $150,000

Participants: The grant serves 35 campuses, 20 of which are Special Needs campuses, involving 148 staff members, 7 private school staff, and 21,408 PK through 4th grade students.

Project 01-19: Adams Hill Elementary, Cable Elementary, Cody Elementary, Colby Glass Elementary, Esparza Elementary, Evers Elementary, Glenoaks Elementary, John Glenn Elementary, Knowlton Elementary, Lackland City Elementary, Linton Elementary, Mary Hull Elementary, McDermott Elementary, Meadow Village Elementary, Northside PreK Ctr, Passmore Elementary, Powell Elementary, Villarreal Elementary, Westwood Terrace Elementary

Overview: The program is designed to create "long term staff development with follow-up and support because it is essential to success" and to implement the Primary Early Learning Framework (PELF) which raises expectations of students while developing skill in various developmentally appropriate practices. The formal plan was reviewed to align Academics 2000 objectives with the district's Instructional Goals and Strategic Plan, PELF objectives, and TASS assessment. Numerous training sessions for staff were conducted.

Results: 109 teachers were trained, 39% of whom emerged as a cadre of teacher leaders, and 211 teachers were provided with staff development. Nationally regarded trainers did their training, and the training is based on solid research. The district believes that it takes time for the training to become effective. Percent passing TAAS increased in both reading and writing.

RICARDO ISD

Ricardo is southwest of Corpus Christi.

Grant Amount: $150,000

Participants: The grant serves one campus with 358 PK through 4th grade students and 20 staff.

Project 01-20: Ricardo Elementary

Overview: The district planned to make field visits to restructured elementary campuses, to study literature in early childhood education, and integrate technology for classroom instruction. Visits to elementary campuses, purchase of center materials and computer systems, and continued employment of 2 teacher aides were funded by the grant. Ricardo also reports grant activity in curriculum writing and computer lab work.

Results: The program's effectiveness is expected to increase due to a shift of greater responsibility to the principal and teachers.

SEGUIN ISD

Seguin is just east of San Antonio on the route to Houston.

Grant Amount: $148,974

Participants: The grant serves 11 campuses (10 Special Needs campuses and one private school) with 3,145 K through 4th grade students and 233 staff. Additionally, 2 private school staff, 6 administrators, and 20 preservice teachers participated..

Project 01-21: Burges Elementary, Erskine Elementary, Jefferson Avenue Elementary, Koennecke Elementary, McQueeney Elementary, Patlan Elementary, Seguin Elementary, Vogel Elementary, Weinert Elementary

Overview: The program is designed to train staff in four major areas: content area development, teaching strategies/models, reflective practices, and district initiatives; and to "collaborate with Texas Lutheran College to implement a "school-based" education model." They trained in technology, math, Reading Academy II, Accelerated Reader/Reading Renaissance, Reading Recovery and Spanish Reading Recovery. The panel's planning identified specific priorities to insure academic success of more students. A parent/volunteer coordinator trained parents who were significant contributors to the children's success. Texas Lutheran University student teachers were placed in Seguin ISD classrooms and participated in training.

Results: TAAS reading scores for Seguin ISD 3rd graders went from 76 (in'96) to 79 (in '97), and for 4th graders, from 66 to 75. K data analysis showed that in 94-95, 45% of the children exited K on or above grade level and in 95-96, 75% did. The standards were raised, and in 96-97, 65% of the children exited K on or above grade level at the higher standard.

SULPHUR SPRINGS ISD

Sulphur Springs is in northeast Texas.

Grant Amount: $150,000

Participants: This general academics grant serves 5 campuses (3 of which are Special Needs campuses) and a total of 1,735 PK through 4th grade students.

Project 01-22: Austin Elementary, Houston Elementary, Lamar Elementary

Overview: The Local Improvement goal was to continue to emphasize early childhood and elementary education based on developmentally appropriate educational practices that are age appropriate, to value cultural and linguistic diversity, and to recognize the social nature of learning. The Professional development goal was to shift focus from how teachers teach to how children learn. More than two hundred training sessions were conducted during the year for from 1 to 76 teachers, administrators, parents and/or others, focused on curricular, pedagogic and technological issues. A restructured planning panel familiar with Academics 2000 objectives was developed to "more efficiently solicit and utilize parental and community input." In the preservice component, the district had to overcome a negative situation of course requirements and competition for priority time, which called for skilled collaborative negotiation.

Results: Surveys showed a high level of satisfaction for those participating in the training sessions. 4th graders showed an 8% gain in TAAS reading and math scores over their (same children) 1994-95 3rd grade scores. An unexpected and positive outcome of preservice mentoring and experiences in real classrooms was that interns with interest in and awareness of the capabilities of technology ultimately impacted staff, who became more aware of the need for technology and its role in reform.

WALLER ISD

Between Houston and Austin

Grant Amount: $150,000

Participants: The grant served 2 Special Needs campuses and targeted 887 K-2 students through training of 32 teachers and other initiatives.

Project 01-23: Holleman Elementary, Roberts Road Elementary

Overview: The program is designed to implement and evaluate an initiative providing teachers, teaching assistants, administrators, and preservice teachers in two elementary schools with methods, strategies and techniques to improve student reading achievement, to lower the student to teacher ratio, and to involve parents. Initial planning sessions to define needs were followed by staff development training in early childhood education with an emphasis on literacy and reading, technology, planning, critical thinking, and so forth. Waller hired 10 teaching assistants to augment staff for early literacy development. Lower-achieving students were assigned to multi-age classrooms with older students as mentors. Effort was made not to exclude higher-achieving students.

Results: 100% of the planning initiatives were implemented. Training in Write to Read and Multi-age/Learning Center classrooms was implemented daily, and observation of students revealed improved comprehension, vocabulary, ability to connect reading with writing, use of technology and motivation to read. Diagnostic testing of letter/sound connection and early word identification is ongoing. Preservice teachers work one-on-one with children and participate in planning. Teaching assistants have lowered student-to-teacher ratios.

WICHITA FALLS ISD

Grant Amount: $150,000

Participants: The grant serves nine campuses with 2,758 PK through 4th grade students, 128 staff members and 3 private school teachers participating.

Project 01-24: Alamo Elementary, Bonham Elementary, Burgess Elementary, Haynes Elementary, Houston Elementary, Lamar Elementary, McGaha Elementary, Sheppard Elementary, Washington Elementary

Overview: The grant targeted 887 K-2 students, and trained 32 teachers in technology, reading, planning, thinking, and early childhood. Wichita Falls aimed in year two of this grant to train all primary reading teachers in whole language, phonetics and Reading Recovery strategies with the help of the Region IX ESC and through graduate level reading courses at Midwestern State University. The further goal was to thereby raise TAAS scores. They sought, too, to reduce retention through an extended day one-on-one program. Planning sessions involving specialists, administrators and faculty resulted in a rewriting of the reading curriculum for PK through 6th grade in the district and the 5-year plan allows for training in effective reading strategies for all district teachers. The revised curriculum was presented to all PK-4 teachers. Staff training was completed except for updates and new staff. Collaboration with Midwestern State University was a strong part of the project: Ten staff are doing Master's work in reading. The district explains that "reading specialists are hard to find." They are training their own. Training sessions for parents have been held throughout the year.

Results: The program has been substantially completed and many resulting practices have been instituted as ongoing. Only the integration of phonics and literature has been postponed, until training in diagnostic technology and learning styles is completed. TAAS % passing (third grade) was up over the baseline scores on 6 of the 8 campuses, by an average of 17%. The two that were down were down by an average of 3 points. Of 96 candidates for retention, only 34 were retained.

REGION VI ESC

East-central Texas; the ESC is in Huntsville.

Grant Amount: $150,000

Participants: The Region VI grant serves four ISDs (Bellvillle, Caldwell, New Caney, and Trinity), nine campuses (six are Special Needs campuses) and a private school. These involve 4,442 PK through 4th grade students and 364 staff.

Project 01-25: Bellville ISD--O'Bryant-Spicer Elementary, West End Elementary; Caldwell ISD--Caldwell Elementary; New Caney ISD--Akin Elementary, New Caney Elementary, Porter Elementary; Trinity ISD--Lansberry Elementary

Overview: The program is designed to flow funds through the fiscal agent to the districts. Each district planned and executed its own program designed to meet its own needs.

Results: Bellville focused on a Practical Parenting Education program, offering 58 hours of classes with 153 parents trained. An Academic Liaison was hired to tutor at risk children and to visit their parents. Retention was dramatically reduced; attendance was up; and achievement (measured on report cards) was up. They wish parent attendance had been better and recommend both that teachers and principals attend parent education classes, and that the classes be televised to improve exposure. Bellville trained 3 teachers in Parenting Education as well. Caldwell developed an extended day program for at-risk children. Caldwell was able to remove 22 from at-risk status. They had declines in discipline referral and absence. A Practical Parenting Education consultant trained their staff, and parent attendance at school activities was up 21%. General student achievement is up. 78 teachers were trained in balanced literacy in a Teacher Academy. New Caney trained 48 out of a staff of 50 1st and 2nd grade teachers, with a focus on K-2 training in Early Literacy Behaviors. Nine teachers received Reading Recovery monthly training; 20 teachers, Early Literacy biweekly training. 1997 TAAS 3rd grade reading scores at all four campuses increased to 93.4%, 82.9%, 93.2%, and 96.1%. New Caney recommends long-term continuous professional development. Trinity had 45 teachers participate in "Success for All" (SFA) training in reading education facilitated by a representative from Johns Hopkins University with ongoing, year-long interaction. Parents and students also participated. Students in the program continue to be assessed every eight weeks and the school recommends continuing SFA training for parents.

REGION VIII ESC

Northeast Texas, the ESC is in Mount Pleasant.

Grant Amount: $150,000

Participants: The grant serves 19 districts: 33 campuses (23 of which are Special Needs campuses) with 12,490 PK through 4th grade students. 373 staff and 57 administrators and 15 preservice teachers have participated.

Project 01-26: Atlanta ISD--Atlanta Primary; Chisum ISD--Chisum Elementary; Clarksville ISD--Clarksville Elementary; Cumby ISD--Cumby Elementary; Dekalb ISD--Dekalb Elementary; Detroit ISD--Detroit Elementary; Fannindel ISD--Fannindel Elementary; Harts Bluff ISD--Harts Bluff Elementary; Hooks ISD--Hooks Elementary; Hubbard ISD--Hubbard Elementary; Jefferson ISD--Jefferson Elementary; Liberty-Eylau ISD--Liberty-Eylau Intermediate, Liberty-Eylau Primary; Liden-Kilgore ISD--Liden Elementary; Maud ISD--Maud School; Miller Grove ISD--Miller Grove School; Mt. Vernon ISD--Mt. Vernon Elementary; New Boston ISD--Crestview Elementary; North Lamar ISD--Parker Elementary; Paris ISD--Aikin Elementary, Givens Elementary, Justiss Elementary; Pleasant Grove ISD--Pleasant Grove Elementary; Red Water ISD--Red Water Elementary;Roxton ISD--Roxton Elementary; Sulphur Bluff ISD--Sulphur Bluff School;, Texarkana ISD--Dunbar Elementary, Fifteenth Street Elementary, Highland Park Elementary, Kennedy Elementary, Spring Lake Elementary; Winfield ISD--Winfield Elementary

Overview: Region VIII's program trains staff in planning and implementing curricular initiatives in accordance with the Results-based Education Model (R-BEM). The current focus on K-4 education trains staff and preservice teachers in early childhood and elementary learning and in appropriate technologies to facilitate teaching, learning, and assessment, in order to revisit district performance standards in specified disciplines with regard to TEKS. R-BEM incorporates reading, writing, curriculum alignment and performance-based learning across all disciplines and the long term goal is eventually to employ this method at all grade levels, K-12. Troublesome aspects were that some principals did not take responsibility for the program, leaving trained teachers without support, and the loss of one of the two ESC facilitators left a gap in service.

Results: Seven of the districts have committed to involving 100% of their PK instructional leaders in this training (Paris, Chisum, Clarksville, Linden-Kildare, Leary, Winfield and Harts Bluff) while others have shown varying degrees of commitment. The training was delivered and plans for Year 3 concentrate on completing the curriculum restructuring phase in the committed districts with technical assistance available for the others.

REGION IX ESC

North Texas; the ESC is in Wichita Falls.

Grant Amount: $138,952

Participants: This grant serves 7 ISDs (Bryson, City View, Henrietta, Holliday, Jacksboro, Petrolia, and Burkburnett) at 8 campuses with 3,801 K-4th grade students. 279 staff and 10 administrators served.

Project 01-27: Bryson ISD--Bryson School; Burkburnett ISD--Evans Elementary, Hardins Elementary, Tower Elementary; City View ISD--City View Elementary; Henrietta ISD--Henrietta Elementary; Holliday ISD--Holliday Elementary; Jacksboro ISD--Jacksboro Elementary; Petrolia ISD--Petrolia Elementary

Overview: The local improvement component addresses planning and organizational changes and their utilization in implementing new methodologies of instruction. The Staff Development component focused on training (with follow-up campus visits), and visits to Exemplary campus programs. Training was available in Rauhauser, TAAS, Reading Recovery, ESL/Bilingual, Dyslexia, Guided Reading, Reading Styles, and Cooperative Discipline/Policy and Procedure the First Days of School. Alternative Certification was offered via courses in methodologies and strategies for ESL/bilingual and Special Education teachers through Midwestern University in an effort to correct the shortage of teachers.

Results: Interns were placed; Master's work was also offered. Interest, inquiry and requests for staff development flourished with increase of registration and heightened activity in staff development, campus follow up, and implementation. Teachers were interested in research information. "Each school has experienced a great deal of collaboration within their staffs and between other schools in the initiative." There is a "stronger instructional focus, more energetic teaching." Region IX that schools must have time and resources for staff development that addresses real and long range improvement."

REGION XVII ESC

Northwest plains; the ESC is in Lubbock.

Grant Amount: $130,070

Participants: This grant serves 16 campuses (14 of which are Special Needs campuses) with 4,362 PK through 4th grade students, 178 teachers and 16 administrators.

Project 01-28: Abernathy ISD--Abernathy Elementary; Anton ISD--Anton Elementary; Floydada ISD--Andrews Elementary, Duncan Elementary; Jayton-Girard ISD--Jayton Elementary; Lamesa ISD--North Elementary, Rogers Elementary, South Elementary; Littlefield ISD--Littlefield Elementary, Littlefield Primary; Loop ISD--Loop School; Lubbock-Cooper ISD--Cooper Elementary; Morton ISD--Morton Elementary; Muleshoe ISD--Deshazo Elementary, Dillinan Elementary; Post ISD--Post Elementary; Ralls ISD--Ralls Elementary; Sands ISD--Sands Elementary;Seminole ISD--Seminole Elementary, Seminole Primary, Young Elementary; Tahoka ISD--Tahoka Elementary; Union ISD--Union School

Overview: A combination of teachers and university faculty developed the curriculum. Training and materials were delivered to 106 teachers in 3 districts. Training occurred in Accelerated Reader, Creating World Class Readers, Reading Renaissance, Technology and Brain Research. Minigrants were awarded for local staff development. Reading scores are improved in all 3 districts.

Results: Two districts are rated "Exemplary" and one is "Recognized." Districts have better plans, particularly improved technology integration with curriculum plans. Technology training for administrators has strengthened a core of interest in an integrated telecommunications network. A preservice component has seen the same interest in technology in education and implementation of development and delivery technology. Most productive has been the "requirement to recognize the value of planning as an ongoing process."

REGION XIX ESC

Far west Texas; the ESC is in El Paso.

Grant Amount: $150,000

Participants: This grant serves 5 ISDs with 8 Special Needs campuses and 3,543 PK through 4th grade students. Training has been received by 166 of 351 staff members.

Project 01-29: Dell City ISD--Dell City School; Fabens ISD--Odonnell Elementary; Ft. Hancock ISD--Fort Hancock School; San Elizario ISD--Sambrano Elementary, San Elizario Elementary; Tornillo ISD--Tornillo Elementary

Overview: Region XIX has provided support and coordination for planning and staff development. In the first year campuses rewrote their campus plans to meet needs of students, to align with district plans, and to meet state goals. During the second year revisions were focused on reading and curriculum alignment. Both UT at El Paso and the local community college helped with planning and staff development. A wide variety of training has been done in response to district and campus needs. The facilitator effect has been to bring parties into continuing contact, to guarantee a steady flow of information regarding available training, and to assist with enrollment in these opportunities.

Results: 1) Increased awareness of the impact that reading success has on total academic success.
2) Increased awareness of the power of individual assessment and diagnosis for addressing reading skills.
3) Recognition of the utility of campus plan alignment with a district plan. "The new campus improvement plans address new standards for professional development and evaluation, and meet the reading needs of students. . . classroom practices have changed; planning is participated in by all." This has been achieved in spite of the remoteness of the districts, widely separated campuses (some 100 miles from each other), and a change in ESC facilitator. The continuation year, with reduced funding, will focus on reading because of its impact on all core subjects. Much of the completed program has reached the status of ongoing practice.

Student Performance on the TAAS (Reading) - Cycle I Projects

NOTE: The data shown for each grant reflects a composite TAAS passing rate for all students enrolled in all the campuses served by the grant and whose results are included in the AEIS. Missing values indicate that a grant did not serve students in Grades 3 and/or 4. Since the TAAS data reported here is aggregated at the grant level, it may be inconsistent with the campus- or district-level data presented in the report of each grant.

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3			TAAS % Passing, Reading, Grade 4		
		Baseline 1995	1996	1997	Baseline 1995	1996	1997
01-01	Aldine ISD	88.4%	89.1%	90.0%	90.1%	84.4%	94.4%
01-02	Belton ISD	79.1%	73.0%	76.7%	74.7%	71.7%	86.2%
01-03	Corpus Christi ISD	72.4%	71.5%	74.6%	77.9%	68.3%	78.5%
01-04	Dickinson ISD	67.5%	73.8%	74.5%	68.7%	62.4%	72.2%
01-05	Edgewood ISD	56.9%	56.7%	59.9%	--	--	--
01-06	Elgin ISD	73.1%	76.3%	75.4%	77.5%	74.0%	82.7%
01-07	Garland ISD	81.0%	85.6%	77.5%	86.2%	84.9%	85.4%
01-08	Graham ISD	79.6%	84.8%	91.5%	80.0%	75.9%	82.5%
01-09	Hitchcock ISD	78.7%	83.3%	80.6%	78.2%	79.0%	83.7%
01-10	Houston ISD	71.5%	78.7%	80.0%	69.3%	71.4%	76.2%
01-11	Irving ISD	86.3%	83.8%	85.4%	83.6%	79.3%	87.8%
01-12	Kaufman ISD	77.0%	88.4%	84.6%	79.4%	78.6%	83.0%
01-13	Killeen ISD	78.2%	78.9%	81.9%	76.5%	76.6%	81.9%
01-14	Lewisville ISD	77.0%	87.6%	85.9%	79.4%	80.5%	86.7%
01-15	Lexington ISD	84.4%	81.0%	85.0%	83.9%	75.7%	83.3%
01-16	Lufkin ISD	74.1%	70.9%	75.5%	75.6%	73.2%	75.4%
01-17	McAllen ISD	57.4%	58.8%	55.2%	69.4%	65.5%	67.3%
01-18	Nacogdoches ISD	79.5%	77.4%	74.1%	76.2%	71.9%	75.3%
01-19	Northside ISD	--	--	--	--	--	--
01-20	Ricardo ISD	87.7%	77.1%	73.1%	69.0%	75.4%	83.7%
01-21	Seguin ISD	89.9%	96.0%	88.0%	67.7%	65.4%	71.7%
01-22	Sulphur Springs ISD	87.1%	94.9%	100.0%	90.3%	89.9%	96.2%
01-23	Waller ISD	71.5%	74.2%	71.8%	75.0%	73.5%	81.0%
01-24	Wichita Falls ISD	80.7%	82.3%	82.4%	81.3%	78.8%	84.0%
01-25	Region VI ESC	83.6%	82.4%	84.4%	82.0%	78.4%	85.4%
01-26	Region VIII ESC	78.8%	80.2%	82.0%	76.4%	76.2%	82.8%
01-27	Region IX ESC	84.0%	83.3%	84.7%	84.2%	83.6%	82.4%
01-28	Region XVII ESC	76.9%	76.4%	76.9%	75.5%	72.5%	76.2%
01-29	Region XIX ESC	57.2%	64.3%	60.5%	54.4%	57.0%	64.6%

Report on Year 1 Activities (June 1, 1996 to May 31, 1997)

ABILENE ISD

Grant Amount: $60,685

Participants: 22 campuses (17 are Special Needs campuses) with 8,744 PK through 4th grade students, 230 staff, 10 administrators and 546 parents participated in workshops and seminars.

Project 02-01: Alta Vista Elementary, Bassetti Elementary, Bonham Elementary, Bowie Elementary, College Heights Elementary, Crockett Elementary, Dyess Elementary, Fannin Elementary, Jones Elementary, Lee Elementary, Locust ECC, Long Elementary, Ortiz Elementary, Reagan Elementary, Taylor Elementary, Valley View Elementary, Woodson ECC

Overview: The objectives are reading enrichment, remediation for TAAS reading skills, small group instruction, and literature and content area reading training. Over 80 hours of staff development and reading oriented courses were offered to teachers and parents in collaboration with Cisco Junior College, Texas State Technology College, Abilene Christian University, Hardin-Simmons University, and McMurry University. A Summer Reading Academy was developed to provide reading instruction in a small-group context for students selected from throughout the district. The academy also provided strategy and skill sessions for teachers and parents. In addition, 12 teachers each year have the opportunity to return to college to take reading courses and receive instructional support for one year. "The overall program has been extremely successful. Our planning and organizational structure allows us to make adjustments as specific participant, parent, or student needs arise."

Results: 230 teachers and 10 administrators received staff development training, with 546 parents participating. 104 students received reading-oriented instruction and books in the Summer Reading Academy. Other long-term gains are an increased district focus on reading instruction and significantly strengthened collaborative relationships with other institutions.

ALDINE ISD

Aldine is in the Houston area.

Grant Amount: $144,139

Participants: This program serves four Special Needs campuses with 3,259 PK through 4th grade students and 210 staff.

Project 02-02: Francis Elementary, Hidden Valley Elementary, Johnson Elementary, Stephens Elementary

Overview: Aldine developed a Language Arts extended day/extended year program, integrating fine arts and academics, aimed at children at-risk and children with limited English proficiency. Important features are staff development in Success for All and staff development and preservice training in Learning through Art and Rosetta Stone Language Library. "We met to exchange ideas on implementation of the reading program; site visits were conducted . . . training of key personnel took place. They in turn assisted with the implementation of other reading programs at the local level." The initiative's strength was attributed to having a well-structured, successful, research-based reading program.

Results: 169 teachers were trained, mainly in August and September, and 4th grade TAAS scores increased in three schools by 19 points, 12 points, and 9 points, while dropping 3 points in one. The effect appears to have carried over into math with increased scores at the same three schools. All ITBS and La Prueba reading scores (grades 1-4) were above the national average. "Providing positive learning experiences . . . through arts and technology has benefited all students."

ALVIN ISD

Houston area

Grant Amount: $67,723

Participants: This grant serves five campuses, four of which are Special Needs campuses, with 836students targeted through staff instruction.

Project 02-03: Alvin Primary, E.C. Mason Elementary, Mark Twain Elementary, Passmore Elementary, Stevenson Primary

Overview: A literacy grant, it strives to plan for improved instruction, to implement literacy strategies in classroom instruction, to purchase materials for reading and writing classroom use, and to focus on family literacy through parent training and parent involvement. Alvin concludes that providing ample materials in classrooms and sustained staff development with group sharing and classroom observation would have very favorable long term impact. A preservice component involved collaboration with the University of Houston-Clear Lake, which offered field practice and training in reading improvement planning.

Results: Alvin trained 36 K-1st grade teachers in intensive biweekly sessions focused on current reading research, teacher observations of effective reading strategies, and weekly field experience. Over one hundred teachers and staff participated in emergent fluency training. 128 parents and 34 students participated in parent training. 3rd grade TAAS reading scores went from 83 (on the '95-'96 tests) to 87 (on the '96-'97 tests); 4th grade, from 82 to 84. District test scores for 1st grade went from 68 to 79, and for 2nd, from 74 to 72. Math scores went up: 81 to 90 for the 3rd grade, 80 to 86 in the 4th.

AMARILLO ISD

Grant Amount: $150,000

Participants: Amarillo and Bushland participated in this grant project, involving a total of 10 campuses (2 of which are Special Needs campuses) with 3,451 students, 724 staff, and 53 private school staff.

Project 02-04: Amarillo ISD--San Jacinto Elementary, Amarillo ISD--Wills Elementary, Bushland ISD--Bushland Elementary, Bushland ISD--Bushland ISD

Overview: The grant funds in-depth pursuit of the study of best practices and strategies, and has been made up of planning, observation, consultation and collaboration (with Region XVI ESC and West Texas A & M University.) Amarillo recommends investing effort to develop a plan that will train district staff in order to produce developmental initiatives after the life of the grant funding.

Results: The project trained 160 PK through 1st grade teachers in High Scope, and trained some trainers as well. The project trained a total of 723 staff in seminars, conferences, and workshops; 700 parents attended seminars.

ANSON ISD

Located just northwest of Abilene

Grant Amount: $140,000

Participants: This is a Special Needs, single campus grant, serving 328 children, PK through 4th grade, and a staff of 46.

Project 02-05: Anson Elementary

Overview: The goals are to provide every 2nd, 3rd, and 4th grade student appropriate technology, to accelerate Hispanic achievement, and to implement technology-based literacy that ultimately impacts TAAS scores. The technology project completed on schedule with the exception of postponement of database, spread sheet and desk top training, although the pursuit of computer skills has become instituted as an ongoing activity. Instructors also participated in multicultural staff development, High Scope Lab and Reading Recovery with plans in place to extend learning opportunities for Hispanic students in the coming year.

Results: Every 2nd, 3rd, and 4th grade student was provided with an AlphaSmart mini word processor. 46 teachers were trained in the technology and software. A joint technology collaboration with McMurry University placed preservice teachers in classrooms, and the children visited the university. The percentage meeting minimum on TAAS increased in 3rd grade from 91% to 96% and held in 4th at 98%.

ANTHONY ISD

Anthony is in far west Texas.

Grant Amount: $76,443

Participants: The grant serves 1 Special Needs campus with 341 PK through 4th grade students and 26 staff.

Project 02-06: Anthony Elementary

Overview: A general academics grant used for planning, teacher training, technology and teaching materials. They developed staff specializing in Early Childhood and Reading that provide the campus with on-site, on-call experts willing to develop additional staff. A preservice component trained an Early Childhood Specialist.

Results: Anthony trained 26 teachers in a Learning Styles workshop and 8 in Spalding Reading, with 4 of these participating in an additional 40-hour course. Over 170 students were provided with Spalding Reading during the after school program. "TAAS scores did increase." The percentage meeting minimum on TAAS in reading and math in 3rd grade was 94; in 4th grade 83.

AUSTIN ISD

Grant Amount: $150,000

Participants: The grant serves 2 Special Needs campuses with 724 P-K through 4th grade students, 69 staff, and 2 private school staff.

Project 02-07: Allan Elementary, Brooke Elementary

Overview: This is a technology grant for Classrooms That Work, augmented by Parent Literacy Training. Computer hardware and software were purchased as well as Classrooms That Work materials for self study and weekly book study meetings. 34 teachers were trained on the hardware and software and in planning multi-disciplinary integrated thematic units, and use of bookstudy strategies. Southwest Texas State University professors conducted discussion groups. A preservice component provided classroom based experiences as well as training in Classrooms That Work and an opportunity to discuss and practice the new strategies. Most productive were the collaboration with Southwest Texas State University, the long-term professional development, and increased availability of computer technology.

Results: Training resulted in the increased use of effective reading instruction strategies and increased use of computer technology in reading instruction, as seen in walk-throughs and shared in group discussions. Parent Literacy Training promoted parent awareness of early literacy development, and an increase in students' involvement in home literacy activities. There has been an increase in the number of students referred to enrichment and gifted and talented programs. TLI scores in reading and math, recorded and disaggregated from 1994 through 1997 show a steady incline, the sharpest rise having occurred between 96 and 97. Reading scores for all students rose from 69.6 (1996) to 72.3 (1997), African Americans from 67.7 to 70.6, Hispanics from 69.5 to 72.3 and economically disadvantaged from 69.3 to 72.3.

AUSTIN ISD

Grant Amount: $130,545

Participants: This grant was designed to serve six campuses, but in the end served four Special Needs campuses in Austin, and one private school. (The author of the grant left, and there was a change in personnel in 2 schools that then did not participate.)

Project 02-08: Blackshear Elementary, Govalle Elementary, Harris Elementary, Jordan Elementary, Oak Springs Elementary, Sims Elementary

Overview: Intensive training in Project Read was the focus, with a Summer Lab school. Teacher Leaders practiced implementation with feedback and had a wealth of material to study. The program's strength and most productive aspects were continuity of training throughout the year, which reached new teachers as they came on, and the development of a thorough understanding of the program among administrators. Materials and support contributed to success as well. An observation component was put in place as interest grew and requests for information increased. Preservice collaboration with UT resulted in the placement of 20 Special Education interns and student teachers who helped implement training in the classroom effectively.

Results: All teachers and 1 administrator at every school were trained. They met throughout the year, and Teacher Leaders presented at PTA and conducted inservice training. TAAS scores for mastery in math and reading were up for 3rd grade; and for 4th they were up in math at 3 campuses, and up in reading at 2 campuses.

BRIDGEPORT ISD

Bridgeport is in north Texas between Wichita Falls and Ft. Worth.

Grant Amount: $149, 950

Participants: This grant serves 2 campuses (1 a Special Needs campus) with 610 PK through 4th grade students, 66 professional staff and 13 paraprofessionals.

Project 02-09: Bridgeport Elementary, Bridgeport Intermediate

Overview: The grant allowed Bridgeport to begin developing strategies and a curriculum for improving K-4 education through meetings involving teachers and parents, visits to campuses experiencing success with new programs, and implementing and monitoring new approaches. 40 teachers received training in one or more of the following: Johnny Can Spell, ESL, CEI testing (for the 2 Learning Center teachers), Accelerated Reader, (grades 1 through 3) Active Parenting, TAAS-specific training. While working to strengthen collaborative relationships on and off campus, Bridgeport reports that consensus on approaches has not yet been achieved and suggests that participation of a TEA representative might help identify successful measures elsewhere, particularly involving problems with instruction for students with English as their second language.

Results: TAAS scores in reading for 3rd and 4th grade did not improve except in Word Recognition, and the Academic Task Force is at work to find out why. Individual reading inventories, K-3, and Star Reading Assessment will be used with CEI testing. Vertical teaming of teachers to align curriculum with TEKS and TAAS objectives will follow in 2nd year continuation. 72% of Bridgeport's PK through 4 teachers have earned an ESL endorsement.

BROWNWOOD ISD

Brownwood is at the northern tip of the hill country, 100 miles west of Waco.
Grant Amount: $133,150
Participants: The grant serves 2 campuses (1 is a Special Needs campus) with 417 PK through 4th grade children and 41 staff.

Project 02-10: Early Childhood Center, South Elementary
Overview: The grant is designed to 1) establish a library media center at the Early Childhood Center for parent and student use, 2) fund an extended day program at South Elementary for one-on-one and 3) provide parent training. A collaboration with Howard Payne University made available literature on Developmentally Appropriate Practices and Assessment; Region XV provided training for planning. Howard Payne's education students participated in the library media center, parent training, and extended day instruction. Staff development was in Reading and Learning Styles for 1st through 4th grade teachers, and Recorded Book methodologies and High Scope for PK and K teachers. Training included technology and FROG reading program, as well.

Results: Brownwood trained 27 teachers and completed all projects on time. On the Boehm Early Childhood pre- and post-tests of Basic Concepts; 49 children had an average increase of 33 points per student, and 12 children made over 50 point increases. 3rd graders had a TAAS reading increase over 1996 scores of 29 points, and in math of 37 points. "The library media center is a success," parent involvement is at a high level, and "tutoring is a success" with the help of new computer software. "It is refreshing to plan . . . and see that plan come to a workable program."

BRYAN ISD

Grant Amount: $144,777

Participants: The grant serves 13 campuses (7 of which are Special Needs campuses) with 515 K through 4th grade children, 25 staff, plus 6 administrators and 1 private school teacher.

Project 02-11: Bonham Elementary, Bowen Elementary, Branch Elementary, Carver Elementary, Crockett Elementary, Fannin Elementary, Henderson Elementary, Houston Elementary, Johnson Elementary, Jones Elementary Magnet, Kemp Elementary, Milam Elementary, Navarro Elementary, Ross Elementary

Overview: Planning resulted in a "more global and integrated plan," and teachers became more aware relative to learning and more enthusiastic about staff development. Training was conducted in the form of a Summer Academy with follow-up, a science conference attended by 16, and a reading assessment workshop. New instructional units were developed and implementation of reading strategies took place. A Texas A&M University collaboration provided an observer for evaluation, and preservice teachers were paired with trained teachers as interns.

Results: What Bryan learned is that teacher input and feedback must be upfront and ongoing, and that "a smaller, more focused staff needs to meet regularly and provide more classroom support for implementation." These have been incorporated into Bryan's continuation year. Most productive was that problem solving and critical thinking became the order of the day; the process of learning became the focus; and there was growing awareness of integration and an increased facility with using community resources. TAAS reading scores for 3rd grade, held at 77; for 4th, went from 71 in '96 to 82 in '97. Math scores went up as well, 5 points in 3rd grade, 7 points in 4th. A serendipitous outcome was that "the reading strategies transferred to other content areas, especially social studies."

COLORADO ISD

On the Colorado River, west beyond Abilene.

Grant Amount: $146,595

Participants: The grant serves 2 Special Needs campuses with 445 PK through 4th grade students and 64 staff.

Project 02-12: Hutchison Elementary, Kelley Elementary

Overview: The district designed a 6-week summer program of instruction and field trips, monthly parent night school classes, a 3-year on-site staff development program, and training in planning and curriculum writing. Staff development included training in Early Childhood, reading/writing skills, integrated thematic units, character education and social skills, Accelerated Reader "Reading Renaissance" at Region XIV, and Reading Recovery training. Six parent training sessions in English and Spanish occurred, and 3 teachers were trained in the Practical Parent educators material. A Reading Initiative Committee evolved, which was not part of the original program plan, but "just sort of emerged" and "became one of the most productive aspects of our program."

Results: Most productive have been staff training, the accelerated learning camp, Tots across Texas experiential learning trips, and the Reading Initiative Committee. A truly collaborative relationship evolved among the two elementary campuses and an area Day Care regarding early education needs and strategies. Another local district has been invited to join in these activities. TAAS 3rd grade reading and math scores are up 10 points from '95-'96. In the lower grades, the CEI coordinator reports that "87% of targeted students gained from one to four years reading growth."

CUERO ISD

Cuero is in southeast Texas.

Grant Amount: $24,470

Participants: The grant serves 2 Special Needs campuses with 705 PK through 4th grade students and 37 staff.

Project 02-13: French Elementary, Hunt Elementary

Overview: The program focuses on familiarizing elementary school staff with the TAAS test and format to help with applying this knowledge to instruction, to help students develop testing strategies, and to contribute to curriculum alignment. An additional component addressed the issue of discipline and managing confrontations with students.

Results: 38 teachers were trained. Discipline referrals are down; Special Education placements are down. TLI scores are up, for 3rd and 4th grades, and 1st graders are leaving 1st grade at higher reading levels.

DALLAS ISD

Grant Amount: $150,000

Participants: A reading grant serving 15 Special Needs campuses, 3,764 K through 1st grade students, 167 staff and 9 private school teachers.

Project 02-14: Bowie Elementary, City Park Elementary, Hall Elementary, Harlee Elementary, Henderson Elementary, Hotchkiss Elementary, Johnston Elementary, Lipscomb Elementary, Marcus Elementary, Pease Elementary, Peeler Elementary, Pershing Elementary, Reagan Elementary, Seagoville Elementary, Zaragoza Elementary

Overview: Each campus selected training according to its needs, and a meticulously planned training schedule saw the training aims completed. Training included Reading Aloud, Language-to-Literacy strategies, thematic units, guided reading, print-rich environments, shared reading, multi-sensory phonics, multicultural literacy, reading/writing, integrating reading into science, math and music, whole language, adult literacy, HIPPY, balanced literacy, TAAS, Lightspan, and many more. The project became a pilot project for the Dallas Reading Plan, which drives the five-year plan of instruction. The project also made effective use of broadcast video-taped training, developed in association with Region X ESC. Training was video-taped and broadcast city wide on cable television, allowing all schools (including non-project schools and private schools) to use the training.

Results: Direct staff training was provided for 182 teachers and administrators and training videos were widely disseminated. The most productive elements stemmed from the site-based nature of the project, in which individual campuses implemented and monitored goals that were developed centrally. Dallas recommends training early in the year, and recommends that implementation decisions as well as monitoring and managing be done locally. ITBS scores showed that the project 1st graders' percent passing greatly increased across the subgroups.

DENISON ISD

Denison is north of Dallas on the Oklahoma border.

Grant Amount: $144,721

Participants: The grant serves 7 campuses, 5 of which are Special Needs campuses, with 1,638 PK through 4th grade students. 49 staff participated.
Project 02-15: Golden Rule Elementary, Houston Elementary, Hyde Park Elementary, Lamar Elementary, Layne Elementary, Mayes Elementary, Terrell Elementary
Overview: The program focused on parent education through Parents as Pros, and a 30-day extended year instruction program, Academics on Track, for K-4. The grant also funded certified instructors for 1st graders 2 hours per day when teachers were out of the classroom doing Reading Recovery with under-achieving students.
Results: Faculty awareness and parent involvement increased, for example in the increased awareness of the value of the planning panel, and requests for workshops for parents. Most productive was the increased awareness of economically disadvantaged children, of the role of parents in education, and of the need for certified teachers in classrooms at all times. TAAS reading scores for Denison 3rd and 4th grades are 88% and 85% compared to the state average of 81% and 82%. Grade 3 scores of the economically disadvantaged went from 82 (in '96) to 87 (in '97), and grade 4 scores, from 72 (in '96) to 81 (in '97).

DETROIT ISD
Detroit is in the northeast corner of Texas.
Grant Amount: $150,000

Participants: The grant was for a single Special Needs campus with 250 PK through 4th grade students and 23 staff members. In addition, 5 other invited districts participated in 4 of Detroit's training events.

Project 02-16: Avery ISD--Avery Elementary, Avinger ISD--Avinger Elementary, Bloomburg ISD--Bloomburg Elementary, Chapel Hill ISD--Chapel Hill Elementary, Como-Pickton ISD--Como-Pickton Elementary, Dangerfield Lonestar ISD--Lone Star Elementary, Detroit ISD--Detroit Elementary, Fannindel ISD--Fannindel Elementary, Harts Bluff ISD--Harts Bluff Elementary, Hubbard ISD--Hubbard Elementary, Leary ISD--Leary Elementary, Malta ISD--Malta Elementary, Marietta ISD--Marietta Elementary, Maud ISD--Maud Elementary, McLeod ISD--McLeod Elementary, Miller Grove ISD--Miller Grove Elementary, North Hopkins ISD--North Hopkins Elementary, Prairieland ISD--Blossom Elementary, Prairieland ISD--Deport Elementary, Red Lick ISD--Red Lick Elementary, Roxton ISD--Roxton Elementary, Saltillo ISD--Saltillo Elementary, Simms ISD--Bowie Elementary, Sulphur Bluff ISD--Sulphur Bluff Elementary, Talco-Bogata ISD--Bogata Elementary, Talco-Bogata ISD--Talco Elementary, Winfield ISD--Winfield Elementary

Overview: The grant was used for planning, training, and the purchase of technology. Over fifty opportunities were offered as seminars, workshops, computer training, and meetings attended by anywhere from 2 or 3 to 43 people. Academic Training events included: Creating World Class Readers (by the Institute of Academic Excellence), Marie Carbo Learning Styles, Laughter with a Lift (by Gil Stricklin), Multiple Intelligences (by Dr. Michael Sampson of the International Institute of Literacy Learning), Step up to the TAAS/Elementary Reading and Math (by Gayle Fuller Consulting Firm), Dr. David Brown's Staff Development Workshops (David Brown, Associate professor of Early Childhood Education, Texas A&M University-Commerce).

Results: Faculty received the range of training indicated. Cohort groups significantly increased their TAAS math scores between 3rd and 4th grades (from 67 in '96 to 75 in '97) and for math and reading between 4th and 5th grades (from 75 to 96 for math between '96 and '97; from 81 to 96 for reading). Computers were purchased for each classroom.

DIBOLL ISD

Diboll is south of Lufkin near the National Forests of east Texas.

Grant Amount: $116,500

Participants: The grant serves 2 Special Needs campuses with 841 PK through 4th grade students, 67 professional staff, and 28 paraprofessionals.

Project 02-17: Diboll Primary, Temple Elementary

Overview: A general academics grant, the thrust was computer technology, Learning/Reading Styles training, library resources and provision of science kits. Training took place to increase teachers' skills in technology, in cooperative learning, in the Learning/Reading Styles, in curriculum integration, Saxon phonics, Accelerated Reader, and in the components of research-based early reading instruction. 112 parents were trained as well. Diboll notes that teachers coming out of college should expect to employ computer skills and early childhood training.

Results: TAAS 3rd grade reading scores increased from 58% ('96) to 78% ('97); and in math from 65% ('96) to 78% ('97). First grade TAAS-format test scores in reading were up from 53% ('96) to 71% ('97).
A positive outcome has been the computer software training and technical assistance in classrooms, and specifically the listening stations (and accompanying books and tapes) of the Accelerated Reader program for teaching reading, listening, and oral language skills.

DONNA ISD

Grant Amount: $150,000

Participants: The grant serves 9 Special Needs campuses with 4,200 K through 4th grade students, 215 staff, 15 administrators, and 25 others who were Curriculum Specialists as well as representatives of the community.

Project 02-18: Caceres Elementary, Guzman Elementary, Lenoir Elementary, Moye Elementary, Ochoa Elementary, Rivas Elementary, Runn Elementary, Salinas Elementary, Stainke Elementary

Overview: Donna ISD strove for and planned a coherent training and implementation program. All PK through 4th grade teachers and administrators were trained directly or by trained trainers, in Frameworks integrated/interdisciplinary curriculum and natural learning process. The training was extensive and intensive--8 3-hour sessions on Saturdays. The training was interactional and field based, with the new strategies taught being practiced in the classroom and brought back to the training session for discussion. All teachers who began, completed the training. All K through 4th grade teachers were trained in Michael Eaton reading/writing, which is " our way of focusing on TAAS objectives." Other compatible training in assessment, planning, and learning styles occurred, and 14 to 27 participants attended sessions. About their comprehensive training program, Donna says, training "could not have been done any other way....All training must be long-term and ongoing."

Results: "The training received was excellent. It paved the way for better planning for more effective instruction." It has greatly impacted classroom practices and has "definitely resulted in more effective instruction." Evaluations completed by teachers indicate changes in attitude about teaching and learning. Teachers are "utilizing a more naturalistic approach" and "are becoming more critical of their teaching practices." They are collaboratively working toward a common

goal: student achievement. "Students in early childhood and elementary grades seemed to adjust very well to our instructional program." Periodic assessment showed progress, and TAAS tests at the end of the year show large increases in most of the sub-tests for grades 3 and above. 4th grade scores, for example, increased in reading from 66% to 74%, in math from 71% to 81% and in writing from 68% to 83%. "Several campuses had for the first time more than 90% of their students mastering different sub-tests."

DRIPPING SPRINGS ISD

Southwest of Austin.

Grant Amount: $150,000

Participants: This is a two-ISD grant to Dripping Springs and Wimberley serving 7 campuses with 1,280 K-4th grade students and 97 staff.

Project 02-19: Dripping Springs ISD--Drippings Springs Intermediate, Dripping Springs ISD--Drippings Springs Primary, Wimberley ISD--Bowen Intermediate, Wimberley ISD--Scudder Primary,

Overview: The objectives for the reading program include better planning and coordination, increased use of technology and improved student achievement. Although information about the program was presented to the parent and teacher organization, the districts feel more opportunities for parent training related to literacy should be developed. Program activities involved planning sessions, summer teacher training, literacy training at Southwest Texas State, purchase of and training with computers, and a campus literary program. All training was done early in the year. Project based learning, gifted and talented academy, literacy assessment, conflict resolution, and technology inservice made up the training schedule.

Results: There has been an increase in the willingness among staff to critique and reflect on the current reading program with an openness to improvement. PK through grade 4 vertical teams were trained in strategies for at-risk students, in literature for all students, and in Reading Recovery strategies. 47 staff received computer training, and according to a survey of teachers trained, 29 "see the computer in the classroom as a resource for students" with a number viewing this as new source for instructional strategies.

EL PASO ISD

Grant Amount: $147,167

Participants: Three Special Needs campuses (Lamar, Vilas, Mesita) in El Paso ISD received this grant which serves 1,339 1st through 4th grade students and 90 teachers.

Project 02-20: Lamar Elementary, Mesita Elementary, Vilas Elementary

Overview: This is a local-improvement-only grant which aims to improve reading scores, to increase the role parents play, to increase public awareness about the needs of the pilot population, and to examine district and campus plans. Staff development occurred in general academics, reading/writing, best practices, and early childhood at the rate of 40 to 63 staff per session. Parent training sessions saw as many as 50 (or as few as 3) parents in attendance. Lamar conducted 170 hours of training, Mesita 300 hours, and Vilas 350 hours. 365 parents attended training or visited parent centers. The panel kept the public informed about the program through

an international education conference in January and by means of published articles in the International Reading Association's newspaper. El Paso collaborated with UT/El Paso in a project called Reading Circles.

Results: Staff training occurred on a wide scale. Most challenging and most productive was the initiative to involve parents. TAAS scores in reading improved from '96 to '97 for grade 3 from 75 to 77 and for Grade 4 from 67 to 78. 3rd grade scores in math improved from 70 to 79 and in 4th grade from 58 to 82.

ELKHART ISD

In east Texas.

Grant Amount: $144,785

Participants: The grant served Elkhart and Alto ISDs with 2 Special Needs campuses, 727 PK through 4th grade students and 107 staff.

Project 02-21: Alto ISD--Alto Elementary, Elkhart ISD--Elkhart Elementary

Overview: The program is designed to support local improvement planning and to provide staff development and training in active learning practices, enriching the children's literacy environment, and learning styles. Training included preparation for the planning panel and instruction for K-grade 4 teacher training in High Scope, National Reading Styles, STAR Assessment/Accelerated Reader, and ECLE. Curriculum alignment/integration training focused on establishing multi-age classrooms and flex schedule.

Results: The planning component resulted in an increased use of technology, reading training for both faculties, extended partnerships between the two districts, and establishment of multi-age classrooms at Elkhart. All students have participated in the Accelerated Reader program. Community participation, observation by UT-Tyler students, participation by high school interns and a mentoring partnership with Trinity Valley Community College are positive results of the grant's collaborative efforts.

GALENA PARK ISD

In northwest Houston

Grant Amount: $122,500

Participants: This grant serves 11 campuses, 9 of which are Special Needs campuses, with a total of 6,708 PK through 4th grade students and 300 staff.

Project 02-22: Cimarron Elementary, Cloverleaf Elementary, Galena Park Elementary, Green Valley Elementary, Jacinto City Elementary, MacArthhur Elementary, North Shore Elementary, Purple Sage Elementary, Ryburn Elementary, Tice Elementary, Woodland Acres Elementary

Overview: The 4-year project design includes integration of district and campus plans and seeks to redesign staff development to train all teachers and administrators on Special Needs campuses and to identify teacher trainers on all Special Needs campuses. The planned range of training includes TAAS analysis, curriculum integration, multicultural education, thematic units, FOSS measurement, technology, math, science, Reading Recovery, literature and language arts.

Results: First year goals were met, and the project completed on time with several aspects having become instituted as ongoing. The curriculum audit was completed with formulation of benchmarks for PK through 4th grade in math, science, social studies, and English language arts. The presence of a Reading Specialist represented a continuous resource for teachers. Teacher input was actively sought, resulting in "ownership" of unit development and planning. Training for the principals increased the momentum with which the improvement initiatives got underway, and the program attracted the involvement and support of the wider community.

GARLAND ISD

Suburban Dallas

Grant Amount: $149,999

Participants: This grant serves 6 Special Needs campuses with 2,412 PK through 4th grade students and 172 staff.

Project 02-23: Bradfield Elementary, Bullock Elementary, Daugherty Elementary, Davis Elementary, Golden Meadows Elementary, Vial Elementary

Overview: This is a math grant, its aim being to develop and promote: "District and campus level activities that improve early childhood and elementary student achievement through systematic planning for a variety of strategies that accommodate the diverse learning needs of each classroom." Garland wanted to develop educators with training in differentiated learning strategies and set out to train a cadre of trainers and implement training of all PK through 4th grade teachers at the six sites. Teachers were trained in technology, math, Higher Level Thinking, and Parents as Partners. Garland attributes success to systematic planning based on input collected from involved parties. This allowed 1) campus improvement plans to be very specific in their consideration of strategies for broadening their program, 2) study and identification of instructional needs, 3) compiling/developing differentiated strategies for each need;
4) determining the resources; and 5) identifying methods of delivery.

Results: Staff training across the board. Also, because planning teams were made up of various grade levels and content areas, the primary teachers learned TAAS expectations while intermediate teachers learned to appreciate foundation work. Greater interest in education and a deeper degree of involvement by parents were both stimulated, with large numbers of parents turning out for program events. Except for one 3rd and one 4th grade class, TAAS scores in math were up, ranging from 2 to 44 points. Most campus scores for 3rd and 4th grade were up on all tests. Reading scores were up from 82 ('96 test) to 87 ('97 test) for the 3rd grade and from 74 to 84 for the 4th grade.

GARRISON ISD

Garrison is in east Texas.

Grant Amount: $150,000

Participants: The grant serves one Special Needs campus with 288 PK through 4th grade students and 23 staff.

Project 02-24: Garrison Elementary

Overview: This reading grant was "designed to connect parents, technology, and curriculum" in order to improve proficiency across the plan. It includes integration of curriculum with an emphasis on reading, an extended year program to accelerate 2nd and 3rd graders to grade level, implementation of technology as a delivery system to support instruction, and involvement of parents. Staff training was available in High Scope for PK through K teachers (90 hours), and Reading Renaissance/Accelerated Reader for 3rd grade teachers (63hours). 10 parents received training, and the district had 12 students in a summer program.

Results: A greater focus for the elementary staff on the need for planning; wider use of technology as an instructional tool; improvement of staff development throughout the district; increased collaboration among staff; and an emphasis on continuity for students progressing from PK through 4th grade. The district has also reported improved TAAS scores for 3rd grade (all tests), with an increase from 55 to 60 ('96 to '97). Math scores rose from 59 to 67 for the same years and reading scores increased. For 4th grade scores there was a big increase across the board in '95-96, which was not repeated in '96-97.

GATESVILLE ISD

Grant Amount: $81,610

Participants: Gatesville joined with Commerce and Cooper ISDs in this grant, 3 campuses with 800 K through 4th graders and 53 staff.

Project 02-25: Gatesville Elementary, Gatesville Intermediate, Gatesville Primary

Overview: 39 teachers received 30 hours training in Reading/Writing Connection. Planning committee revised the plan that called for Marie Carbo technology training in preference for the purchase of additional books. The overall goal of all program elements was to have 80% of 2nd graders reading on grade level.

Results: Walk-throughs and lesson plans indicate that more students are reading books at their own level and writing more than they were before the training initiative. Using the STAR Reading Assessment Program and Running Records kept by teachers, it has been determined that just under 80% of 2nd graders were reading on grade level in May of 1997. District reported that the planning process worked well but that "effective planning takes practice". The collaborative planning feature was the best and worst part of this project." Allocating time seemed to be where the difficulty lay.

GILMER ISD

Gilmer is in East Texas.

Grant Amount: $150,000

Participants: This grant serves 2 campuses (1 is a Special Needs campus) with 940 PK through 4th grade students and 83 staff.

Project 02-26: Gilmer Elementary, Gilmer Intermediate

Overview: The program is designed to implement a learning styles approach to reading, a math program of mastery and self-confidence, computer based TAAS preparation, early language concept development PK through K, discipline management based on responsible behavior and self esteem, and parent training. The district included the employment of a Parent/Community Involvement Coordinator and the development of a Parent Resource Center in their grant. Training was provided in Saxon math and in cooperative discipline, Learning Styles, and skill development.

Results: Gates-MacGinitie and TAAS scores were up. The parent involvement program aspect became instituted as an ongoing activity. Most productive was the utility of Reading Styles, Cooperative discipline training and Parent and Community involvement.

GREENVILLE ISD

Greenville is northeast of Dallas

Grant Amount: $150,000

Participants: Greenville, Commerce and Cooper ISDs share this grant serving 1,809 PK through 4th grade students at 6 Special Needs campuses. Participation included 174 staff plus 8 administrators.

Project 02-27: Commerce ISD--Commerce Elementary, Cooper ISD--Cooper Elementary, Greenville ISD--Crockett Elementary, Greenville ISD--Houston Elementary

Overview: The three districts collaborated with Region VIII and Region X ESCs for planning and staff development in curriculum alignment, assessment, teaching styles vs. learning styles, accelerated teaching strategies, cooperative learning, and integration of technology. Other topics included time management, Wong's How to Achieve Maximum Success; involving parents; poverty issues, Reading Recovery strategies, critical thinking, and more. The "bottom line" endeavor was to implement proven strategies and to shift their focus to what students learn.

Results: Most productive was the richness of opportunities for staff development. Teachers participated in several staff training seminars provided by outside experts. The East Texas State University Center for Professional Development and Technology provided training for mentor teachers via interactive video. Collaboration evolved among the districts, in some cases because one had expertise in a program of interest in the others and could serve as a resource.

GROESBECK ISD

Groesbeck is less than 50 miles due east of Waco

Grant Amount: $149,795

Participants: The grant serves 7 additional ISDs with 13 Special Needs campuses in all, having 3,393 PK through 4th grade children, 192 staff and 17 administrators.

Project 02-28: Coolidge ISD--Coolidge Elementary, Dew ISD--Dew Elementary, Fairfield ISD--Fairfield Elementary, Fairfield ISD--Fairfield Intermediate, Groesbeck ISD--Enge-Washington Intermediate, Groesbeck ISD--Groesbeck Primary, Groesbeck ISD--Whitehurse Elementary, Mart ISD--Mart Elementary, Mart ISD--McBay Elementary, Mexia ISD--Sims Intermediate, Teague ISD--Mounger Elementary, Teague ISD--Teague Intermediate, Wortham ISD--Wortham Elementary

Overview: Teachers received training in a range of subjects such as Thematic Unit planning, Spalding techniques (phonics), High Scope, Writing Road to Reading, Reading Recovery strategies, and Math Their Way, as well as participating in an Academic Enhancement Conference. A preservice component sought to introduce rural students to Baylor University by hosted visits and electronic interaction. Workshops were also presented for parents.

Results: A central planning board was formed with representatives from all the districts with the project coordinator as the organizer. Better planning for the districts resulted. Positive parent/community involvement was accomplished. Staff received a wide range of training.

HAMILTON ISD

Hamilton is 50 miles west of Waco

Grant Amount: $99,414

Participants: This grant serves one Special Needs campus with 389 students and 17 staff.

Project 02-29: Hamilton Elementary

Overview: A technology grant aiming to increase student access to computers by developing a state of the art computer lab to connect to the Internet for long distance learning, to acquire curriculum specific software, and to provide staff development in technology.

Results: A computer lab for PK through 4th grade students was completed. Hamilton trained 17 teachers in technology during a total of 748 hours of instruction, and each student had 45 minutes on the computer twice per week. Staff attendance at training was 100%. TAAS scores for the economically disadvantaged compared to non-economically disadvantaged were 71 to 83 in 3rd grade, and 91 to 93 in 4th. On the ITBS test of Basic Skills, all grade levels, in all areas rose in a range from 5 to 21 points.

HART ISD

Hart is 50 miles south of Amarillo at the base of the panhandle.

Grant Amount: $43,364

Participants: This grant served one campus with 177 PK through 4th grade students.

Project 02-30: Hart Elementary

Overview: Hart's plan was to hire and train a Reading Recovery Reading Specialist to work one-on-one with 1st graders, to work with small groups in PK through 4th grade, and to work one-on-one with PK through 4th grade teachers using Reading Recovery strategies for reading instruction.

Results: 25 staff received that training. Nine teachers, 2 Reading Recovery teachers and one preservice student received more extensive training. All Reading Recovery students tested out of the program. ITBS scores were up in word analysis for Kindergarten and 1st and 2nd grades. TAAS reading scores were up in 3rd and 4th grades.

HILLSBORO ISD

South of Dallas-Ft. Worth

Grant Amount: $144,678

Participants: This grant served 2 campuses with 698 PK through 4th grade students, 53 staff (including 2 private school teachers) and 3 administrators.

Project 02-31: Franklin Elementary, Hillsboro Elementary

Overview: A 4-week summer school was developed to improve performance in reading and core academics for low socio-economic and at-risk children. Region XVII ESC, members of Math/Language Arts clusters, Tarleton State University, Effective School projects, private consultants, vendors, and Hillsboro presented 70 staff development sessions staff for a total of nearly 300 hours of training. Among the training topics were emergent reading; enhancing language development; thematic units; integrating science, social studies, and reading; Accelerated Reader; and Reading Styles. A further aim was to develop a philosophy of reading instruction based in part on experience gained in the 29 staff development sessions emphasizing reading. A preservice component included directed observation by 5 students, which resulted in 2 student teacher placements. All staff training was made available to preservice students (including Reading Recovery). They were involved in parent activities and included in parent conferences as well.

Results: Low socio-economic TAAS math scores were up 26% in grade 4. There was a 6% decline in grade 3, and additional training for 3rd grade teachers in math instruction was put into the plan. A team of teachers aligned curriculum to the objectives of TAAS. Gates-MacGinitie reading scores K-4 were up, TAAS reading scores were up 3% for 3rd grade and 18.3% for 4th grade. "The development of the five-year plan was a critical component" bringing "much needed and anticipated consistency throughout the district."

HOOKS ISD

Interstate 30 just this west of Texarkana.

Grant Amount: $150,000

Participants: This grant serves 2 campuses in the Hooks and New Boston ISDs (one campus is a Special Needs campus) with 962 PK through 4th grade students. 69 staff and 20 University students participated.

Project 02-32: Hooks ISD--Hooks Elementary, New Boston ISD--Crestview Elementary

Overview: The planning aim was to get input from community, parents, business and industry, elementary campus personnel and the technology coordinators in both districts, and to follow up with professional development in collaboration with the East Texas State University Center for Professional Development and Technology. This aim included working with the Early Childhood State Organization, Head Start, and School Mentor Network to develop a general curriculum, appropriate practices, and a bilingual program. The schools sought to collaborate with East Texas State University-Texarkana for staff development and master teacher/intern matches for seminars and in-the-classroom practice. Staff training occurred in Internal Management System, Emerging Literacy, TAAS, Brain Research, Math Their Way, and Integrated Curriculum. Arrangements were completed for preservice classroom and seminar master teacher/intern work in collaboration with Texas A & M-Texarkana.

Results: TAAS scores increased in 3rd grade reading, from 79 ('96) to 86 ('97); in 3rd grade math from 67 to 85; and in 4th grade reading from 80 to 86. 4th grade math scores held at 84.

HUDSON ISD

Hudson is just outside Lufkin on the way to Davy Crockett National Forest.

Grant Amount: $149,441

Participants: The grant served 2 Special Needs campuses with 882 K through 4th grade students and 84 staff.

Project 02-33: Hudson Elementary, Hudson Primary

Overview: Hudson's objectives were to institute a multi-representative planning process; to provide a new and creative context for reading and writing through the use of computer technology and the Internet; and to implement a dual language program in K-4th grades employing telecommunications and satellite transmissions.

Results: The Hudson Planning Panel completed Campus Improvement Plans for both campuses. 20 work stations were purchased and installed with fiber optic tie-ins and World Wide Web links.

Because Hudson Elementary is a pilot campus for an Internet provider, many Internet services have been made available free of charge. One result is the capability to bring direct satellite connections to each classroom to enhance the dual language program. Training has commenced for Early Childhood and Elementary teachers in the use of the Internet to develop multimedia lessons for their classrooms. Monitors and video cassette equipment have been installed for language learning. Dual language instruction will begin in the fall of 1997. Students in grades Kindergarten through 4th grade were given the STAR test in fall 1996 and the post-test at the end of the school year. Students in all grade levels consistently showed gains of one year or more.

HUMBLE ISD

In the Houston area.

Grant Amount: $150,000

Participants: The grant serves 5 campuses (4 are Special Needs campuses) with 2,431 PK through 4th grade students, 315 staff, and 7 preservice teachers.

Project 02-34: Bear Branch Elementary, Deerwood Elementary, Elm Grove Elementary, Fields Elementary, Foster Elementary, Greentree Elementary, Hidden Hollow Elementary, Humble Elementary, Lakeland Elementary, North Belt Elementary, Oak Forest Elementary, Oaks Elementary, Pineforest Elementary, Shadow Forest Elementary, Timbers Elementary, Whispering Pines Elementary, Willow Creek Elementary, Woodland Hills Elementary

Overview: Humble already was focused on addressing the problems of students at risk and the Academics 2000 award offered a stable opportunity for continuation of this effort. The ISD has committed local funds to create a paid volunteer coordinator position; data has been collected regarding parent contacts by teachers; and systems have been put in place to impact the actual incidence of parental participation. Staff have been trained in parent conferencing and Literacy Learning to initiate a year-long project for next year. The Ruby Payne training for working with adults and children from poverty has been instituted, with ongoing group discussion to be followed in turn by summer sessions for trainers who will expand the program throughout the district. A preservice component involves collaboration with the University of Houston's Center for Pedagogy for Urban and Multicultural Action, which has been established in Humble. Preservice teachers did observations and coursework and remained as interns to substitute and serve as aides in classrooms to support professional development activities.

Results: Most productive has been the opportunity for continuous, focused staff development from a longer-range perspective, using the grant schools to pilot for the district. The staff development plan is large, far-reaching, and patient. Priorities have been established on each campus, and the cooperative relationships developed in the planning process increase the

likelihood that the different schools will learn from each other's efforts. While the district did not expect to see a causal link in the first year between training and student achievement, TAAS scores in all five schools generally improved, with gains of as much as 20 points in some areas.

JOURDANTON ISD

Jourdanton is about 50 miles south of San Antonio.

Grant Amount: $150,000

Participants: The grant serves 1 Special Needs campus with 600 PK through 4th grade students, 48 staff, and 2 administrators.

Project 02-35: Jourdanton Elementary

Overview: The district's objectives are to provide staff development and training, to increase the use of technology in the classroom, and to establish Language Development Centers on campus. The grant has funded staff training in Reading Renaissance, Saxon Math, the Multisensory Teaching Approach, Ideal Learning software, Learning Styles, and 4-MAT. As many as 60 people attended some sessions.

Results: Training has provided innovative strategies that are being implemented for instructional purposes, as evidenced by classroom observation, walk-through reports, and lesson plan documentation filed on campus. In addition to the training sessions, selected staff also have participated in college level courses offered through the grant in conjunction with Texas A & M Kingsville. Professional and non-professional staff members have taken advantage of this opportunity and the passing rate of Jourdanton staff members is 100%. Technology Language Development Centers have been established and are being used daily by students. Staff have discovered the necessity for technology training for both instruction and record-keeping as part of the process of emphasizing technology.

JUDSON ISD

Judson ISD is in San Antonio.

Grant Amount: $148,568

Participants: The grant serves 5 Special Needs campuses: Candlewood, Converse, Kirby, Miller's Point, and Park Village Elementary, totaling 1,353 PK through 1st grade students, 66 staff, 27 administrators, 2 private school teachers and 16 others (a mix of Even Start personnel, day care personnel, and district level administrators).

Project 02-36: Candlewood Elementary, Converse Elementary, Kirby Elementary, Miller Point Elementary, Park Village Elementary

Overview: Judson's initial objectives were to establish a family learning center, to provide training and staff development in Early literacy, and to provide training in Reading Recovery for two teachers. A disappointment has been the inability to attract parents, but otherwise "professional development opportunities have changed the entire complexion of our district." Judson staff have trained in early literacy strategies and developmentally appropriate practices at the University of the Incarnate Word, and in Early Literacy Assessment through Texas Tech University, as well as training in Writers' Workshop and Phonemic Awareness, and other courses.

Results: 67% of students who attended the extended day program exited at grade level, one campus exiting 90% of its students. In comparison, only 25% of a sampling of students who would have qualified for the program were on grade level at year's end. Though the district's Reading Recovery aims were to train only 2 additional Reading Recovery teachers, success has increased demand for this resource: "The Reading Recovery program has had a profound influence on classroom instruction." "Every elementary campus principal has requested an additional Reading Recovery teacher." There has also been an increased awareness of balanced literacy on the part of upper grade teachers not involved in grant activities, and a leadership group of teachers emerged who presented at a summer professional development institute and have submitted applications to become kindergarten peer coaches.

KLEIN ISD
Grant Amount: $150,000

Participants: Klein ISD's grant serves 18 elementary campuses (5 of which are Special Needs campuses) with 10,893 PK through 4th grade students, 84 staff, and 40 administrators.
Project 02-37: Eiland Elementary, Epps Island Elementary, Kaiser Elementary, Klenk Elementary, Nitsch Elementary

Overview: The key Local Improvement goal was to get all children reading at level. Professional Development goals included training reading educators to accelerate non-reading first graders, and to train all educators in "accelerated education programs which establish pedagogical strategies based on enriched and challenging instruction and high content curriculum." They trained in Neuhaus Education Center's Journey Toward Literacy, critical thinking, TEKS and the Texas Reading Initiative, and received administrator training in teaching high minority, at-risk populations. Many more training opportunities were provided. Their project was led on each campus by the principal, who put support people into classrooms, had reading specialists work with teachers, participated in a Principals' Forum, and gathered teachers for discussion on reading instruction, which developed into study groups supported by the addition of reading research materials to professional libraries.

Results: TAAS scores held or were up. The most productive aspect of the project was staff development opportunities which were "taken very seriously." Teachers became more adept at employing research based training to meet their needs.

LA JOYA ISD
La Joya is on the Mexican border west of McAllen.
Grant Amount: $150,000

Participants: This is a single campus grant for E.B. Reyna Elementary, serving 320 1st through 3rd grade students, and a private K-2 grade school. It is a limited English proficiency grant and includes a summer school and extended day program.
Project 02-38: E.B. Reyna Elementary

Overview: 60 staff and 10 parents received 60 hours of training in technology and ESL for limited English proficiency students. They had 260 extended day students and 66 student interns for the summer program. This training was augmented by developing home/community/school partnerships with parent involvement, preservice and professional development for the

"enhancement of skills through reflection and innovative practices," and facilitation of staff groups "to clarify beliefs about effective teaching and learning."

Results: One outcome was that parents developed a desire for a library and formed a Parent Library Committee. The most productive aspect was perceived to be the emphasis on research, access to current information, and the use of it in revisions and improvements. They checked effectiveness by means of student progress charts, computer records, and staff observation. The district recommends that all staff be involved in data-driven, site-based decision making; with parents involved in setting high standards for upgraded instruction. E. B. Reyna Elementary's success is widely recognized. It is a much visited school, and staff are frequently asked to present at conferences

LA PORTE ISD

La Porte is on Trinity Bay between Houston and Baytown.

Grant Amount: $62,645

Participants: The grant served 7 campuses (2 of which were Special Needs campuses) with 2,919 PK through 4th grade students and 60 staff.

Project 02-39: Bayshore Elementary, College Park Elementary, Early Childhood Center, LaPort Elementary, Lomax Elementary, Reid Elementary, Rizzuto Elementary

Overview: The objective was to train Early Childhood through 4th grade teachers of all campuses in Fundamentals of Early Literacy, a 52 hour university course followed by hands-on practice with observation/feedback by principals and instructors, and to train all 6 district assistant principals in curriculum research, best practices, and 42 hours of Fundamentals of Early Literacy. A preservice component trained one district staff member who was seeking an administrative position in a 24-hour professional development course: Frameworks and Early Literacy. A driving force of the project was the collaborative relationship with the University of Houston-Clearlake. It was particularly productive to schedule sessions over the entire year with time for reflection, assignments, and debriefing.

Results: In addition to meeting the staff training objectives, TAAS scores increased in reading for 3rd grade from 74 (in '96) to 79 (in '97), and for 4th grade from 69 (in '96) to 73 (in '97). Mat 7 reading scores for Kindergarten went from 56 (in '96) to 69 (in '97), for 1st grade from 68 to 73, and in 2nd grade from 60 to 63.

LA VILLA ISD

LaVilla is about 25 miles west and a bit north of Harlingen.

Grant Amount: $150,000

Participants: The grant serves one campus with 344 PK through 4th grade students and 49 staff.

Project 02-40: La Villa Elementary

Overview: The overall goal has been to implement best practices. In order to do that LaVilla conducted 35 educational sessions with 3 to 30 attendees each, amounting to 300 hours of training for staff, and 25 hours of training for 35 parents. Topics included child growth and development; language development; reading, writing, and math instruction; curriculum

alignment; TEKS; CALLA cognitive language approach; core disciplines training; parent and community training to enrich and extend learning; and implementation of technology. Preservice scholarships were made available to 10 teachers and paraprofessionals in early childhood, elementary, bilingual, and/or reading certification.

Results: An important outcome was the alignment of curriculum across subject areas and grades. Teachers met and developed a curriculum for limited English proficient populations and non-limited English proficient populations. "Curriculum reflects student needs in reading." TAAS scores were up in all tests and in reading and math for 3rd and 4th grades. The 3rd grade reading scores were up 15% from the previous year.

LAMPASAS ISD

Lampasas is about 25 miles west of Ft. Hood.

Grant Amount: $150,000

Participants: The grant served 2 Special Needs campuses and trained 60 staff and 20 mentors.
Project 02-41: Kline Whitis Elementary, Lampassas Primary

Overview: The emphasis was on Reading Recovery in 1st grade, literacy groups in 2nd, and the HOSTS program of academic mentoring one-on-one in language arts for low-performing, at-risk students in order to lessen retention.

Results: Staff received training and became trainers of other classroom teachers, with assistance available on a regular basis. Monthly parent meetings were held to introduce reading strategies and intervention. They had 180 (or 78%) of 1st graders reading on or above grade level and 63% passing TAAS reading in 3rd and 4th grades. The "planning process was effective because each committee focused on specific integral steps and strategies necessary to effectively implement the Reading Recovery program to serve identified 1st grade students and the HOSTS program to meet needs of at-risk 3rd and 4th grade students."

LANCASTER ISD

Lancaster is on the southern edge of Dallas.

Grant Amount: $138,330
Participants: 4 Special Needs campuses and 2 private schools with 77 staff (plus 7 private school staff) and 808 student in grades PK through 4.

Project 02-42: Houston Elementary, Millbrook Elementary, Pleasant Run Elementary, Rolling Hills Elementary
Overview: The overall staff development goal was to provide K-4 teachers with the information and tools needed to create a balanced literacy program. Activities have included training in Reading Recovery; reading and math skills; parent/community involvement; one-on-one instruction for at-risk students; and small group intervention. Light attendance of parents at parent workshops and lending libraries was the one disappointment. Preservice goals included training a reading coordinator for certification and 2 Reading Recovery teachers in order to achieve a ratio of 1 Reading Recovery teacher to 50 children. The Lancaster planning process was campus driven and based on local needs. Staff were trained in Accelerated Reader, writing instruction, observation, running records, guided reading, child-centered classrooms and more.

Results: An emphasis on building a strong foundation for reading and writing in the PK and K classes was established, and end-of-year evaluations of the children indicate progress has been made. Monitoring will continue during first grade. First grade teachers have been supported in the effort to create environments for literacy intervention involving the Reading Recovery program. Participating teachers at all levels have shown increased interest in strategies to help children most at risk of failing in reading and writing.

LAREDO ISD

Grant Amount: $150,000

Participants: 5 Special Needs campuses with 81 staff and 1,641 PK through 4th grade students. 4 private school staff also participated.

Project 02-43: Hachar Elementary, Leyendecker Elementary, Ligarde Elementary, Ochoa Elementary

Overview: The aim was to increase English proficiency, to raise the level of academic achievement of limed English proficient children, to get reading levels up to grade level, and to achieve zero retention. Laredo employed one full-time reading consultant to train teachers, model effective strategies, and hold monthly discussion meetings. They employed two part-time Foundations in Reading consultants to do "teacher support needed to effectively implement the computer component of the program." Students shared their reading/writing projects, created multimedia projects, and published their work.

Results: The number of books read by students went up dramatically, TAAS scores increased significantly, and the retention rate dropped." Both English fluency and the number of students reading at or above grade level increased. Further outcomes were a flourishing of reading for pleasure and sharing books in oral presentations, and camaraderie developed between and among the campuses..

LEONARD ISD

Leonard is in northeastern Texas
Participants: The grant served one campus with 322 PK through 4th grade children and 23 staff.

Project 02-44: Leonard Elementary
Overview: Their aim was to determine staff needs, to determine academic and instructional strategies, to create a 5-year calendar for implementation, and to involve the community by means of parent workshops, creating motivational reading materials in cooperation with the Texas-New Mexico Power Co., developing a student mentor module, and holding a summer book fair. The stated Local Improvement goal was that "faculty will be prepared to implement effective reading strategies." The Professional Development goal was that "teachers will become proficient in implementation of the Reading Mastery program" and will integrate the use of technology in their classrooms to produce books, increase free reading, etc."

Results: Leonard trained 27 teachers in conferences and with 1 hour of direct training each. They report that "faculty have developed a single purpose and goal which has united the staff and their efforts." Most productive: "Having teachers as the planners and decision makers of the project has insured the success of it.... They have a great deal of enthusiasm and commitment to the program." Although a problem with technology prevented implementation of student bookmaking and publishing, all other objectives of the program were accomplished.

LITTLE CYPRESS-MAURICEVILLE ISD

Little Cypress-Mauriceville ISD lies east of Beaumont and extends from Mauriceville to Orange, Texas, on the Sabine River at the Louisiana border.

Grant Amount: $96,929

Participants: The grant served 3 campuses with 1,354 PK through 4th grade students and 126 staff.

Project 02-45: Little Cypress Elementary, Little Cypress Intermediate, Mauriceville Elementary

Overview: The district's aims included implementing improved strategies, revising district/campus plans, writing interdisciplinary units, and training both regular and special education teachers in effective ways to teach problem solving. Further aims were to provide in-depth training in developmental issues and developmental assessment; to implement an Instructional Enrichment Program to improve cognition of at-risk children; and to strengthen 1st and 2nd grade phonics instruction.

Results: Planning sessions resulted in curriculum coherence. 21 teachers were trained at a 7-day institute, and changes were made in the early childhood program to accommodate developmental needs of children. The School Board decided to fund a transition class for developmentally younger children; open-ended learning Centers were instituted; and bookmaking and journal writing were emphasized. Five educators attended advanced assessment training and brought the training back to share with district staff. Two parent seminars were scheduled on child development. TASS scores demonstrated improved student problem-solving skills.

LOCKHART ISD

Lockhart is about 50 miles due south of Austin.

Grant Amount: $145,320

Participants: The grant served 3 Special Needs campuses with 1,204 K through 3rd grade students, 139 staff and 6 administrators.

Project 02-46: Carver Kindergarten, Clear Fork Elementary, Plum Creek Elementary

Overview: Lockhart used the grant to re-design curriculum at these campuses, to provide teacher training in mathematics instruction, to provide training in language arts and mathematics for teaching assistants who serve PK through 2nd grade students, and to hire additional teaching assistants to provide support in 10 multi-age classrooms. An additional Reading Recovery teacher was hired to extend the effectiveness of Clear Fork Elementary's literacy program. Over 40 mathematics training sessions on a variety of topics, tools, and techniques were presented for staff and parents. Some sessions attracted as many as 41 staff or 12 parents.

Results: The K-3 program developed a strong curricular foundation which proved useful in the subsequent district-wide effort to align the new TEKS, TAAS and Lockhart ISD curriculum into a new, board-approved district curriculum. TAAS reading scores improved 1% for 3rd grade students and 6% for 4th graders over the last year. The use of teaching assistants, Reading Recovery teacher, and the new mathematics curriculum has been evaluated as effective and will continue as funding permits. The math sessions stimulated sharing of information and discussion of innovative ways of teaching. The program overall "served as a stimulus for district-wide curriculum development" with "grant project participants providing campus leadership."

LYFORD ISD

Grant Amount: $143,162

Participants: The grants serves three campuses of 650 PK through 4th graders, 34 staff, and 3 administrators.

Project 02-47: Lyford Elementary, Sebastian Elementary, Travis Elementary

Overview: Lyford sought to "build a school-based force" to plan for student achievement and to implement and evaluate that plan. The district's initiative was built around training in Multiple Intelligences, Interdisciplinary Thematic Units, TAAS Reading, Technology, Reading Strategies, Cooperative Learning and Critical Thinking. "A thorough analysis of data provided a solid basis for planning. Each teacher was able to pinpoint areas that needed to be addressed for each child." The teambuilding and collaboration have been most productive, and the ability to communicate between campuses and plan cooperatively has helped build a strong curriculum.

Results: Evaluation was done using ITBS for grades 1 and 2, TAAS for grades 3 through 5, TAAS extendor for 2nd grade, La Prueba for grades 1 and 2, and the Primary Reading Inventory for K through 2. ITBS 1995 scores were provided as a base line compared to which the ITBS 1997 scores showed gains of 2 to 5points in both 1st and 2nd grades. The remaining data for 1997 only, provides a complete baseline for next year's scores. Analysis of the data was not provided. Intensive training began with summer academies in July of 1996 and continued throughout the year. Campus administrators provided constant monitoring of classrooms observing that the training proved to have a profound impact on the quality of teaching. Lyford recommends bringing in consultants of high caliber as it is the "key to the improvement in implementation of new strategies and focused teaching."

MARBLE FALLS ISD

Marble Falls is northwest of Austin

Grant Amount: $150,000

Participants: The grant is a shared services arrangement with Burnet, Blanco, Johnson City, and Llano ISDs, and serves 8 campuses (4 of which are Special Needs campuses) with 3,370 PK through 4th grade students and 195 staff.

Project 02-48: Blanco ISD--Blanco Elementary, Burnet CISD--Bertram Elementary, Burnet CISD--Burnet Elementary, Burnet CISD--Shady Grove Elementary, Johnson City ISD--Johnson City Elementary, Llano ISD--Llano Elementary, Marble Falls ISD--Marble Falls Elementary, Marble Falls ISD--Marble Falls Primary

Overview: A collaboration with Region XIII ESC for ESL endorsement training was arranged. Additional staff development took place in ESL, ELIC, TAAS strategies, Accelerated Literacy Program, The Write Stuff, Early Literacy Intervention, Parent training, and Checkpoint data analysis to improve student achievement. A preservice component was included to prepare teachers to teach ESL students and work with parents effectively. A "project management process" was instituted to devise district and campus plans, implement staff development toward school improvement, and provide foundation training, particularly in Successful Schools Consortium, Curriculum Alignment, 4-MAT, and Site-based Decision Making for meeting individual campus needs. The Marble Falls consortium recommends funding a position to coordinate the program and handle reporting, because of the demands when you coordinate multiple districts.

Results: At Marble Falls, TAAS scores for grade 3 went from 1996 levels of 71 (all tests) to 80. Grade 4 scores went from 1996 levels of 66 (all tests) to 82. In Blanco, all scores were "acceptable" with some at the exemplary level. In Johnson City, the Accelerated Literacy Program piloted in 2nd grade moved 36 of 38 children to reading on or above grade level on the Texas Primary Reading Inventory. Llano has formulated and implemented benchmarks in math for testing at established intervals during the year, and thus, can better assess student progress. In Burnet, TAAS scores went from 83 to 84 in 3rd grade reading; from 76 to 82 in 4th grade reading; from 75 to 87 in 3rd grade math; and from 84 to 87 in 4th grade math. A preservice component involved approximately 50 teachers in ESL training, most passing the ExCet, serving a one-year internship, and receiving ESL certification. Generally, staff participated in training events. Fewer students were retained. Parents were involved in decision-making. More students are reading at grade level, scores for the economically disadvantaged subgroup generally increased. Curriculum councils were organized to address professional development issues as an outgrowth and expansion of the program and as an expression of enthusiasm for what was happening.

MARION ISD

East of San Antonio

Grant Amount: $150,000

Participants: A consortium of rural ISDs including Marion, Luling, Navarro and Prairie Lea involving 5 campuses (4 are special needs campuses) with 1,527 PK through 4th grade students and 108 staff.

Project 02-49: Luling ISD--Luling Primary, Luling ISD--Rosenwald Primary, Luling ISD--Shanklin Elementary, Marion ISD--Krueger Elementary, Navarro ISD--Navarro Elementary, Prairie Lea ISD--Prairie Lea School

Overview: The campuses developed individual initiatives. Training for staff included the following topics: restructuring schools, mentoring and peer assistance, dealing with poverty, technology training, improved instruction, and ESL/bilingual training. 142 staff and 8 administrators received training and 20 parents also participated. SWT-CPDT and Region XIII ESC did inservice training on mentoring and peer assistance, children and adults in poverty, technology to enhance learning and teaching, instruction in reading, math, science, and social studies, ESL certification, addressing the special needs of children, and a preservice component for 8 educators in pursuit of teacher certification.

Results: TAAS score comparisons from '96 to '97 are, for example, Luling 3rd-5th grade reading, an increase from 73 to 85; Hispanic, from, 66 to 71; the economically disadvantaged, from 65 to 71% passing. At Prairie Lea, from 60 to 72; Hispanic, from 71 to 76; the economically disadvantaged, from 56-72. Teachers expressed high regard for the collaborative activities built into the professional development programs. They reported many 'spin-off' effects from the scheduled sharing activities. An increased numbers of teachers requested ESL training.

MARSHALL ISD

Marshall is less than 50 miles west of Shreveport, Louisiana.

Participants: The grant serves 9 Special Needs campuses and a private school with 2,578 PK through 4th grade students and 154 staff.

Project 02-50: Carver Academy, David Crockett Elementary, J.H. Moore Elementary, Robert E. Lee Elementary, South Marshall Elementary, W. B. Travis Elementary, Washington ECC

Overview: Marshall's objectives include training educators, parents and community; offering a preservice program involving interns, curriculum development, and parent training, as well as in staff development and teaching practice; to develop a district incentive program and a system of monitoring; to provide daily technology support for implementation; developing a cadre of teachers for ongoing training; establishing vertical teams to supervise and evaluate implementation/alignment; and integrating technology and instruction. The local improvement goals were that 1st graders be ready to start school, that 4th graders demonstrate TAAS mastery in core subjects, that special populations would be improving and demonstrating grade level skills, and that all children would develop the habit of reading. The training included planning, technology software, reading recovery strategies, Reading Renaissance (which drew 142 teachers, 6 administrators and 45 preservice students), writing, thinking and multiple intelligences, TAAS analysis, and integrated instruction of Science, Social Studies, Language, and Fine Arts (which drew 70 attendees). The training schedule included visits to spotlight schools.

Results: TAAS scores in reading for 3rd grade were +6 over '96 levels, and for 4th, +14 over '96 levels. TLI-TAG scores were +8 for the same children from 3rd to 4th grade, the African American children +12, the Hispanic children +7, and the economically disadvantaged children +10. The preservice component trained 47 participants and assigned 2 to campuses where they implemented the training. 20 attended (with their professors) 2 reading conferences. In collaboration with East Texas Baptist and the Washington Early Childhood Center, parent training was developed. Most helpful was Reading Renaissance.

MCALLEN ISD
Grant Amount: $150,000

Participants: The grant served 6 campuses (four are Special Needs campuses) with 2,570 PK through 4th grade students. Participants included 120 staff, 12 administrators, 8 private school teachers, and 68 parents.

Project 02-51: Escandon Elementary, Houston Elementary, Roosevelt Elementary, Zavala Elementary

Overview: McAllen reports welcoming wide representation into its planning process from a range of organizations and individuals to assist in developing a Plan for Early Childhood and Elementary Education, and to elect a Collaborative Council, including the principal and a teacher from each school, two at-large parents, two at-large community members, and a Project Manager. This Council oversaw the revision of the district's Strategic Plan and Campus Improvement Plans in light of the Early Childhood and Education Plan. They also undertook measures to assess and improve staff development, to involve parents, and to increase the use of technology. Another component supported training for preservice teachers.

Results: In addition to broad accomplishments like curriculum revision and the development of strong collaborative relations across the community, McAllen reports 37 activities involving 160 hours of training and staff development. Teachers participated 1,310 times (including multiple counts for individual teachers). Parents participated 786 times, administrators 74, with 53 others for a total audience of 2223. Topics included TQM, Learning Styles, Multimedia Technology, Multi-intelligences, Alternative Assessment, Developmentally Appropriate Practices, Cooperative Learning, Reading Recovery strategies, and more. Training for parents included bilingual strategies and communication skills. For preservice training, McAllen taught theory of learning and developmentally appropriate practices as well as multimedia technology. They set up four training centers for preservice and inservice teachers: The Math/Science Resource Center, The Reading/Language Arts Center, Social Studies Center, and the Multimedia Technology Center.

MENARD ISD

Southeast of San Angelo.

Grant Amount: $150,000

Participants: The grant serves 1 Special Needs campus with 176 K-4th grade students, 20 teachers, 3 aides, and 2 administrators.

Project 02-52: Menard Elementary

Overview: The objective was accomplish needs assessment, pre-testing, the implementation of new strategies and tools, and post-testing. Staff were trained in CEI, Kamico, Plato, Higher Order Thinking Skills, STARS, Reading Renaissance, technology, IRI, phonics, Carbo Critical Thinking and more. Menard recommends checklists for grant reporting, more Early Childhood quality programs, and availability of a catalogue of the year's scheduled conferences and meetings by the beginning of the school year.

Results: The pre-test and post-test for STAR and ITBS show improvement with at least one year's growth in reading. TAAS for grades 3 and 4 show that classes mastered the test overall and are on grade level. There was a large increase in library books checked out. Staff reported that workshops and training were useful and positively affected instruction.

MERCEDES ISD

Mercedes is on the Mexican border between McAllen and Harlingen.

Grant Amount: $135,686

Participants: The grant served 3 Special Needs campuses, with 2,212 PK through 4th grade students and 105 staff.

Project 02-53: Kennedy Elementary, Travis Elementary, West Elementary

Overview: The goals were 1) to improve TAAS math scores by planning a sequenced curriculum of concept development/problem solving through interactive learning and to have a committee of teachers sequence math instruction targeting development through grade levels; and 2) to promote maximum instruction time/effectiveness in reading and writing through integration of science and social studies into Language Arts curriculum, with a committee of teachers identifying thematic units.

Results: TAAS reading scores for grade 3 went from 77 (in '96) to 80 (in '97), in math from 80 to 88. In grade 4, they went from 70 to 73 in reading, and from 72 to 69 in math. 99 staff and 5 administrators had 6 hours of training in integrated language; 12 staff and 3 administrators had 10 hours training in thematic units. Mercedes decided not to continue into a second year of funding. Most productive was that the 3 campuses worked together to achieve vertical curriculum alignment and to improve planning and implementation.

NEW BRAUNFELS ISD

New Braunfels is between Austin and San Antonio

Grant Amount: $149,707

Participants: The grant served 6 campuses (4 are Special Needs campuses) with 396 K-4th grade students, 18 staff and 6 administrators.

Project 02-54: C. Schruz Elementary, Lamar Primary, Lonestar Elementary, Memorial Elementary, Memorial Primary, Seele Elementary

Overview: Professional Development objectives included: instituting a summer training program for a first generation of teachers and establishing bi-weekly meetings with a second generation group, creating. Other objectives include developing Electronic Student Work Folders and Progress Folders; instituting Saturday workshops for parents, and providing instruction with Integrated Thematic Units. The planning process adopted a "needs assessment" approach. A wide array of faculty became involved in planning: it was a "highly collaborative" project. The preservice goal was to offer staff Education Administration graduate courses. New Braunfels implemented Project LEARN, focused on computer technology integration and interdisciplinary approaches.

Results: Project Learn students scored significantly higher on both TAAS Reading and TAAS Mathematics Tests. Computers were introduced into classrooms. The variability of scores for non-Project LEARN teachers was greater than for those participating, suggesting the LEARN teachers were more successful in reaching all of their students. More finely discriminating measures were developed to assess the continuing progress of the program.

PALESTINE ISD

Palestine is in east Texas.

Grant Amount: $64,000

Participants: The grant serves 5 campuses (4 are Special Needs campuses) with 1,548 PK through 4th grade students, 96 staff and 7 administrators.

Project 02-55: Northside Elementary, Rusk Elementary, Sam Houston Elementary, Southside Elementary, Story Elementary

Overview: A broad-based panel of school, community, and business participants identified curricular needs and helped develop a five-year strategic plan. The district's staff development program aimed to bring the district's teachers and administrators the most up-to-date, research-based information which could be readily utilized in the classroom. The programs were also devised to meet the needs of a diverse population.

Results: Dr. Bertie Kingore provided K-4 Gifted/Talented training, Dr. Shirley Crook presented five days of training activities related to TAAS; Dr. Ruby Payne conducted a two-day workshop on understanding students and adults from poverty; Jo Guzman trained teachers in modifying classroom techniques for special needs students. Palestine reports that "the quality of consultants we have been able to bring into the district through this grant has greatly improved morale of teachers . . . they feel the district is responding to their needs with up-to-date and practical information presented by well-known and well-respected professionals." TAAS data reflect an overall increase in achievement for grades 2-4.

PHARR-SAN JUAN-ALAMO ISD

A single ISD with schools in 3 towns just east of McAllen

Grant Amount: $150,000
Participants: This grant serves three campuses (all are Special Needs campuses) with 1,176 PK through 4th grade students and 105 staff.

Project 02-56: Fariar Elementary, Napper Elementary, Trevino Elementary

Overview: The original grant proposal objectives were establishing an adult literacy program, providing training in alternative assessment and reading across the curriculum, providing training in Reading Recovery and Reading Styles, establishing a Reading Recovery program, and developing a "Parents as Tutors" program.

Results: The report lists numerous planning activities. Parental Involvement Resource Centers have been established at all three campuses and parental involvement in classroom observation is ongoing. The report lists two projects for Training and Staff Development: 16 hours of training for 6 staff in Reading Styles and Teaching Strategies and 4 hours of training for 12 teachers in technology, computer curriculum and educational software. TAAS data show significant increases in scores at all three schools for third grade reading and third grade math between 95-96 and 96-97. 4th grade scores for the same period are more less clear-cut, with improvement in reading at only one of the schools, and improvement in math at 2.

PINE TREE ISD

Pine Tree ISD is in the east Texas town of Longview, near Palestine.
Grant Amount: $65,896

Participants: The grant serves 3 campuses (one is a Special Needs campus) with 236 PK through 3rd grade students and 21 staff.
Project 02-57: Pine Tree Elementary, Pine Tree Intermediate, Pine Tree Primary
Overview: Pine Tree used their grant 1) to fund an extended day learning program staffed by district teachers; 2) to provide half-day training sessions for the extended day teachers; 3) to support peer coaching sessions; 4) to fund an outreach event in collaboration with the East Texas Literacy Council; 5) to offer classes for bilingual parents of PK and Kindergarten students; and 6) to create a summer reading academy.

Results: The Pine Tree extended-year Summer Reading Academy for 236 at risk and bilingual children was a clear success. It was attended by 177 PK through 3rd grade students, whose attendance rate was 95%. Testing showed a considerable increase in the reading ability of these children. The district subsequently provided an extended-day reading program for 100 students twice a week. Parent literacy courses were offered in collaboration with the East Texas Literacy Council and the Greater Longview Organization of Business and Education.

PLANO ISD

Plano is a northern suburb of Dallas.

Grant Amount: $100,000

Participants: The grant serves 4 Special Needs campuses with 200 1st grader students, 8 regular classroom teachers, and 4 Reading Recovery teachers

Project 02-58: Barron Elementary, Davis Elementary, Meadows Elementary, Mendenhall Elementary

Overview: Plano's Local Improvement goals were to identify bilingual students and to implement bilingual Reading Recovery at 4 elementary schools. Professional Development goals were to identify and train 6 prospective bilingual Reading Recovery teachers to train; to train all 1st grade teachers in Reading Recovery methods; to train a teacher leader and 4 reading Recovery teachers through collaboration with Texas Woman's University; to train parents of bilingual students in Reading Recovery; and to invite bilingual classroom teachers from consortium schools to participate in training. The overall goal has been to accelerate the growth of bilingual at-risk 1st graders and increase involvement of bilingual parents.

Results: "The number of students retained was drastically reduced. The number referred for special education services was reduced by 50% this first year." Reading Recovery training resulted in certification of a Teacher Leader and three Reading Recovery teachers, 2 of whom "bridged" into Spanish with 40 hours of training. Reading Recovery teachers doubled as consultants to the other teachers on each of the campuses, training teachers to assess the strengths and needs of each 1st grader. Cooperation developed between Reading Recovery teachers and bilingual teachers. They trained 30 parents in addition to conducting individual parent conferences. They used Academics 2000 and bilingual funding to accomplish these goals.

PORT ARTHUR ISD

In the Golden Triangle of southeast Texas

Grant Amount: $117,190

Participants: This grant serves 2 Special Needs campuses with 1,310 PK through 4th grade students and 103 staff.

Project 02-59: Franklin Elementary, Washington Elementary

Overview: The district aimed for broad participation in local planning and broad-based education implementation, PK through 4th grade. Collaboration with the Region V Education Service Center and Lamar University was productive in developing site-based planning. Port Arthur instituted their Professional Development component to prepare teachers to be effective in educating diverse student populations and trained them in cooperative learning, learning styles, multisensory curriculum, telecommunication/technology, and ESL as well as limited or delayed language development. They trained K teachers in multisensory phonics and whole language, grade 1-3 teachers in multisensory and direct instruction, and 3rd-4th grade teachers in direct instruction of language and literature. They trained in the use of the Internet, multisensory phonics, Spanish, curriculum infusion, multisensory approach to reading development, and put bilingual software in commuter lab. A preservice component included intercultural studies, Spanish language, gender and ethnic student achievement.

Results: Third grade TAAS scores went from 66 (in '96) to 68 (in '97) and from 57 (in '96) to 62 (in '97) for in 4th graders. The project completed with 50% of teachers having studied Spanish. The community and business collaborators sponsored a celebration for the whole community, which had the effect of expanding the program beyond the campuses. Southwestern Bell adopted the schools and wired them for the Internet. "Both schools have surpassed expectations for technology implementation and accessibility" and have recognized the importance of demonstrating the value of technology to other schools in the district.

PORT ARTHUR ISD

Grant Amount: $103,521

Participants: The grant serves 18 Special Needs campuses with 632 PK through 4th grade students, 1,014 staff, 2 private school staff and 36 administrators.

Project 02-60: Dowling Elementary, DeQueen Elementary, Franklin Elementary, Houston Elementary, Lee Elementary, Pease Elementary, Travis Elementary, Tyrell Elementary, Washington Elementary

Overview: The funding was used to introduce the K-4 Accelerated Reader program (ARC) and to computerize the Travis library to handle increased demand created by ARC. Companion objectives were to develop language skill for students lacking proficiency in English and accelerating performance of economically disadvantaged children. A "Beginnings" program was introduced to help with initial reading skills and comprehension in Kindergarten. First graders participated in a cooperative program with parents to stimulate their personal response to literature and comprehension. Second and third graders were supported with quality books to read at home and assessments to develop comprehension proficiency. In the fourth grades the program sought to teach analytical skills and problem solving through reading. All of these stages involved use of ARC strategies and materials as well as other tools and products. In support of the programs, library software was installed and all ARC texts were alphabetized and listed in separate computer files to facilitate the increase in requests due to ARC instruction.

Results: 100% of PK-4 staff and students were enrolled in the arc program Considerable involvement of parents resulted. A second private school also participated and has adopted the ARC program for their school. The computerized library circulation system and the Accelerated Reader program have increased circulation by 50%. At William B. Travis Elementary, 3rd grade TAAS scores for meeting minimum expectations on all tests changed between the 95-96 and 96-97 as follows: all students +15%, African American students +33%, Hispanic Students +34%, Asian Students +14%, Economic Disadvantaged Students +29%, White Students -11%. For Fourth Grade: All Students +7%, African American Students +8%, Hispanic Students -12%, Asian Students +10%, Economic Disadvantaged Students +8%, White Students +4%.

PORT NECHES-GROVES ISD

Port Neches and Groves, north of Port Arthur comprise a single ISD.

Grant Amount: $148,980

Participants: The grant serves 7 campuses (1 is a Special Needs early childhood center) with 2,033 PK through 4th grade students and 127 staff.

Project 02-61: Early Childhood Center, Groves Elementary, Port Neches Elementary, Ridgewood Elementary, Taft Elementary, Van Buren Elementary, Woodcrest Elementary

Overview: Objectives were to establish a pilot program in 6 classrooms, to train those teachers, and to establish a collaborative learning community with exemplary sites and support from Lamar University. Teachers were introduced to innovative, developmentally appropriate teaching practices for Early Childhood. A graduate course designed by the planning panel and the implementation team was planned with Lamar University. More teachers were trained than originally planned, other funds having been brought to the project to achieve this.

Results: Sixteen instructors received staff training and guidance from Lamar University, including access to the Spindletop Center. Implementation also included placing at least one computer workstation in each of the project classrooms in connection with new classroom organization and interactive teaching and learning. "The Lamar University professor was regularly in our classrooms and helped with the planning as well as the implementation." It is felt that the collaboration will improve both the districts' classroom teaching and the quality of beginning teachers trained at Lamar. Test scores have begun to improve, but the district believes "it is early to actually measure gains in achievement since the first year was a year of learning for teachers."

ROGERS ISD

Grant Amount: $149,967

Participants: The grant is a shared services arrangement that also includes Cameron and Holland ISDs with 340 PK through 4th grade students, and 24 staff.

Project 02-62: Cameron ISD--Ben Milam Elementary, Cameron ISD--Cameron Elementary, Holland ISD--Holland Elementary, Rogers ISD--Rogers Elementary

Overview: They began by evaluating existing plans and devising a planning process involving research into school restructuring, site visits, conferences, and the help of consultants and vendors. It was decided to increase academic and technology professional development hours and to restructure instruction to include integration of technology in problem solving formats. A preservice and professional development collaboration was planned with the university professors to be held at a consortium site.

Results: Staff were trained in Reading Recovery, math, AIMS science and technology, and participated in conferences, school visits, and peer coaching/mentoring as components of their training schedule. The extended year program served 184 students or 48% of their enrollment. Reading Recovery served 32 first graders (53%), eleven in one-on-one instruction and 21 in small groups. Preservice collaboration developed with Region XII ESC, Mary Hardin Baylor, and UT.

ROUND ROCK ISD

Just north of Austin.

Grant Amount: $149,996

Participants: The grant is a shared services arrangement with Manor and Thrall ISDs and Boone Elementary School in the Austin ISD, including 5 campuses overall (one Special Needs campus). The program targets 2,220 PK through 4th grade students, 177 teaching staff and 10 administrators.

Project 02-63: Austin ISD--Boone Elementary, Manor ISD--Bluebonnet Trail, Round Rock ISD--Bluebonnet Elementary, Round Rock ISD--Forest North Elementary, Round Rock ISD--Wells Branch Elementary (til 11/24/97), Thrall ISD--Thrall Elementary

Overview: The aims are to establish quality through a cohesive, unified theory of the teaching and learning of language arts; consistency in application of theoretical principles with all students; development of the ability to meet individual learning needs; and a plan for professional development and school renewal. Teacher leaders, principals and the program coordinator did intense and ongoing observation followed by reflection on modeling and peer coaching. Staff development was accomplished. Family Reading Nights have been developed to increase the understanding of the new strategies by parents.

Results: .Students have benefited from the growth in teaching skill that has occurred. Each campus has trained 8-16 teachers. A Literacy Learning Summer Institute has sustained the intensive training that has gone on throughout the year.

SAVOY ISD

Savoy is in north Texas east of the Denison/Sherman area

Grant Amount: $92,438

Participants: The grant serves Savoy ISD and Sam Rayburn ISD (in Ivanhoe) and involves 2 campuses (1 is a Special Needs campus) with 103 K through 1st grade students, 4 staff, and 2 administrators.

Project 02-64: Sam Rayburn ISD--Sam Rayburn Elementary, Savoy ISD--Savoy Elementary

Overview: Four teachers received 120 hours of training in Reading Recovery for one-on-one instruction with identified 1st graders. The training was undertaken in collaboration with McKinney ISD (which has its own separate funding). The grant also funded one staff member on each campus to relieve the Reading Recovery teachers from their classrooms for 2 1/2 hours per day.

Results: Savoy saw 14 of 15 students complete the program successfully; at Sam Rayburn, 10 of 13. Increased interest in reading in the school and community caused the principal and 4 teachers to attend a literacy conference in pursuit of further understanding. Savoy and Sam Rayburn invited parents to observe; and they recommend developing the program for additional campuses in Fanin County.

SNYDER ISD

Snyder ISD is in west Texas beyond Abilene.

Grant Amount: $150,000

Participants: The grant served 69 teachers, 5 principals and 1,273 PK through 4th grade students at 5 campuses (3 are Special Needs campuses).
Project 02-65: Central Elementary, East Elementary, Northeast Elementary, Stanfield Elementary, West Elementary

Overview: The aims were to revise plans, hire liaisons and aides, and recruit parent volunteers; to develop a rich literature based curriculum; and to accomplish classroom computer integration. Professional development goals were technology training for all, child development and family/community relationships training, and training for aides in reading, phonics, and TAAS. Training occurred in Reading Renaissance, Rigby, Mega Skills, phonics, and family literacy. Preservice collaborations with Texas Tech University, Abilene Christian, and San Angelo State University resulted in students benefiting from staff training. The schools and students benefiting from interning placements and parent education in Mega Skills development.

Results: ITBS and TAAS scores increased. Staff received solid training, which improved skill levels and morale. The program resulted in a considerable increase in parental involvement. Only one campus trained parents in technology, but all had family literacy programs. Parent/community involvement was very successful with 425 parents, 82 business representatives, 16 from the county, and 8 civic club members participating. "Volunteer time far exceeded our expectations." Participation included 40 business volunteers, 200+ parent volunteers, and students from Western Texas College, who provided many hours of one-on-one tutoring with children. Collaboration with the College also provided an impetus for parents to do GED work.

SOUTH SAN ANTONIO ISD

Grant Amount: $101,115

Participants: The grant served 10 Special Needs campuses and 1 private school with 4,524 PK through 4th grade students, 960 staff, 143 administrators and 6 private school teachers.

Project 02-66: Armstrong Elementary, Athens Elementary, Carrillo Elementary, Five Palms Elementary, Hutchins Elementary, Kindred Elementary, Olivares Elementary, Palo Alto Elementary, Price Elementary, Royalgate Elementary

Overview: The district provided planing direction, and plans were reviewed and revised in the context of Academics 2000 goals. Staff development goals included effective teaching practices in reading and core academics, and training in phonics and learning styles. Seven Preservice training sessions were conducted by a combination of outside consultants, teachers from other districts, and faculty from South San Antonio ISD. UT-San Antonio and Region XX ESC were collaborative partners in training. The report specifies four training sessions for teachers, three oriented toward reading instruction and one toward assessment.

Results: Revision of K-4 district and campus plans. Professional development and preservice training sessions were conducted. Collective TAAS mastery scores for 3rd graders went from 63 (in '96) to 65 (in '97); for 4th graders, from 49 to 66.

SOUTHSIDE ISD

Southside ISD is in south San Antonio.

Grant Amount: $150,000

Participants: The grant served 2 Special Needs campuses with 1,418 PK through 4th grade students, 80 staff, 6 administrators, and 24 others.

Project 02-67: Losoya Intermediate, Pearce Primary

Overview: The district revised plans and approved implementation of the Success For All Reading program. The planning process was strengthened by staff trained in Site Based Decision Making. Communication was improved through meetings that brought the Primary and Intermediate schools together for planning. Subsequent staff training was done in Math Their Way, Modality Math, Dekodiphukan, Developmentally Appropriate Learning Centers, Integrated Units, and Technology.

Results: All post-test scores were up from pre-test scores, and 4th grade TAAS percent mastery levels were up consistently and impressively from '96 scores. 30 teachers were trained. In an 8-day intensive training sequence, 64 teachers, 3 support staff, and 15 parents were given instruction in technology and received certification. Staff acknowledged the need for ongoing staff development.

SPRING ISD

Spring ISD, just north of Houston

Grant Amount: $150,000
Participants: The grant serves 6 Special Needs campuses and a private school with a total of 3,967 PK through 4th grade students and a staff of 90 teachers and 16 administrators. They targeted 1,980 children to "close the gap between local curriculum design and implementation" in order that students gain proficiency in academics.

Project 02-68: Bammel Elementary, Beneke Elementary, Clark Elementary, Link Elementary, Meyer Elementary, Thompson Elementary
Overview: Objectives include implementing a curriculum predicated on meaning; training teachers in meaning-based-on-prior-experience so that students engage in learning; recognizing cultural differences; involving parents; and involving teachers in peer coaching, research, and study teams. Spring ISD collaborated with Texas A&M for planning and staff development, as well as data collection by means of visitation on the campuses by graduate students.

Results: One school is new and so had no baseline of '96 TAAS scores. In the others the passing rate was higher than the '96 scores on all tests, and on reading, 4 of the 5 schools had a higher rate. The Texas A&M evaluation report said that although it is not sure the rise is directly related to the program, "the intense emphasis on objectives compatible with increase in TAAS performance [makes] it likely that the project activities were related to the improvement."

TAYLOR ISD

Taylor is less than 50 miles northeast of Austin.
Grant Amount: $109,799
Participants: The grant served 2 Special Needs campuses with 735 PK through 2nd grade students, 47 staff, 5 administrators, and 4 private school teachers

Project 02-69: Northside Elementary, T.H. Johnson Elementary
Overview: Taylor developed multi-role improvement teams who took an active role in reviewing and revising academic plans, participated in support activities, and did the staff development evaluations. Both principals served as leaders, directing school change and visiting the classrooms for hands-on assistance. Local improvement goals were early intervention to prevent reading difficulties, creating parent/school partnerships in literacy development (with parent training and a parent library), and provision of "a plethora of good literature." Staff development objectives were to train all staff in literature rich environments, Reading Recovery, ELIC training (24 hours of training for PK through 2nd grade teachers), and paraprofessional training in Reading Recovery strategies (21 hours). Southwest Texas University and Region XIII provided staff development, and Region XIII provided technical assistance as well.
Results: All staff members were involved in planning, all staff members and instructional aides participated in program training sessions. "Teachers became advocates for research based instruction."

Assessment to measure essential elements and TAAS objectives was conducted every six weeks. The 2nd grade went from 47% mastery in October to 76% in May. A total of 32 first graders were served through Reading Recovery and 17 reached grade level reading skills and continue to progress in their regular classrooms. The entire 1st grade was tested within the Josten's Learning System and also given reading assessment in January and May. Substantial gains are credited to the Academics 2000 interventions.

TEMPLE ISD

Temple is on Interstate 35 between Austin and Dallas.

Grant Amount: $150,000

Participants: The grant served 13 campuses (6 are Special Needs campuses) with 4,212 PK through 4th grade students, 360 teachers, 13 administrators. Other participants included 3 private school staff, 35 parents, and a mixture of substitutes, trainees, the librarian, and the Head Start teachers.

Project 02-70: Bethune Elementary, Cater Elementary, Dickson Elementary, Emerson Elementary, Freeman Heights Elementary, Jefferson Elementary, Lanier Elementary, Meredith Dunbar Elementary, Reagan/Comet Elementary, Scott Elementary, Thorton Elementary, Western Hills Elementary, Wheatley Elementary

Overview: The major objective was to decrease the number of 124 underachieving 1st graders via Reading Recovery. A second objective was to increase proficiency in core subject areas for the 21-26% of 3rd and 4th graders not meeting the minimum reading expectation on TAAS. Training goals included Frameworks Literacy Course for K-4 teachers, and the training of 2 additional Reading Recovery teachers in order to free up experienced Reading Recovery teachers to then train staff in the strategies. Training goals also included training in the K-4 use of the University of Chicago math/science materials, and work with a group of teachers in curriculum alignment and data analysis. Preservice teachers were provided with an opportunity to participate in training, planning, and evaluation.

Results: TAAS scores rose except in 3rd grade. More parents became involved by means of individual, one-to-one invitation to participate in events as they came up: individual conferences, individual invitations to use the library, etc. The "feature that has produced the greatest result in students' learning to read . . . has been the aligned district-wide curriculum focus in Language Arts which required all teachers in PK, K, 1st, and 2nd to receive Balanced Literacy Training and knowledge of how to implement this training."

TYLER ISD

Tyler is in northeast Texas.

Grant Amount: $149,575

Participants: The grant served 15 campuses (9 are Special Needs campuses) with 514 K through 4th grade students and 56 staff. One private school teacher also participated.

Project 02-71: Austin Elementary, Bonner Elementary, Douglas Elementary, Gary Elementary, Griffin Elementary, Jones Elementary, Orr Elementary, Peete Elementary, Ramey Elementary
Overview: This was a math grant and a key objective was to increase the number of students in each aggregate group who pass the math section of the TAAS. Training was offered in Math in Children's Literature, Art Activities for Math, Math in Motion, Hands-on Math, and more. A five-day training program in TEXTEAM math modules was conducted with 5 follow-up visits.

Results: TAAS math scores went up 5 points in 3rd grade, and up 2 points in 4th. African American 3rd and 4th grade scores rose 3 points. Hispanic 3rd grade scores rose 24 points while Hispanic 4th grade scores were down 4 points. White 3rd and 4th grade scores were up 4 points. Most productive was the focus on comprehensive, ongoing training with immediate classroom implementation.

UVALDE CISD

Uvalde is west of San Antonio, about half way to Del Rio.

Grant Amount: $100,558

Participants: The grant served 5 Special Needs campuses with 2,433 PK through 4th grade students, 122 staff and 5 administrators. 9 private school staff also participated.

Project 02-72: Anthony Elementary, Batesville Elementary, Benson Elementary, Dalton Elementary, Robb Elementary

Overview: Among their aims were to increase parent/community involvement by means of hiring a volunteer coordinator, and to enhance student experiences with language rich materials, math manipulatives, reading styles materials, hands-on science materials, speakers, and field trips. They sought to train PK through 1st grade teachers in technology, Learning Centers, Concept Development, Multiculturalism, and Developmental Learning Stages, and to train 2nd through 4th grade in-district trainers in Schools for the 21st Century and Student Assessment. They trained in software for the classroom, Math Their Way, Math--a Way of Thinking, Developmental Learning Stages, Concept Development, Reading Styles, Assessment, Mentoring, and Schools for the 21st Century. Preservice steps were taken to woo Sul Ross University staff into collaborative activity. They now serve on the district's Education Improvement Committee.

Results: Three campuses were named in Title 1 Commended Schools based on TAAS results. 1st and 2nd grade reading scores increased, and 3rd and 4th grade results improved overall. Retention rates continued to decrease, and mastery of essential learning increased.

WACO ISD

Grant Amount: $150,000

Participants: The grant served 5 campuses in 3 ISDs (4 are Special Needs campuses) with 2,400 PK through 4th grade students, 40 staff, and 5 administrators. 85 parents also participated.

Project 02-73: China Spring ISD--China Springs Elementary, LaVega ISD--La Vega Elementary, LaVega ISD--La Vega Primary, Waco ISD--Bell's Hill Elementary, Waco ISD--Cedar Ridge Elementary, Waco ISD--Hillcrest PDS

Overview: Training was in Guided Reading, Coaching Skills, SRA Corrective Reading, Higher Order Thinking Skills, and High Scope training. A preservice component with Baylor Center for Professional Development and Training included student teachers and interns, use of video conferencing, and an innovation configuration. Although there were lots of interactions between and among the schools, Waco recommends that it would be best to let the Education Service Centers work with small districts.

Results: Three schools had increased scores for ITBS and TAAS. Two schools made little gain. "The schools that had the greatest gains also had the highest scores on the innovation configuration. The more they used the new skills and materials, the higher the test gain." Three schools now have 'multi-aged individualized organizations based on High Scope." The Guided Reading program has been most effective and will continue with increased emphasis on phonics, including phonics training for teachers.

REGION I ESC

Region I covers the lower Rio Grande valley; its ESC is in Edinburg.

Grant Amount: $144,418

Participants: The grant served Rio Honda, San Perlita and Lasara ISDs at 3 Special Needs campuses with 1,073 PK through 4th grade students, 81 staff, and 10 administrators. Thirty parents also participated.

Project 02-74: Lasara ISD--Lasara Elementary, Rio Hondo ISD--Rio Hondo Elementary, San Perlita ISD--San Perlita Elementary, Santa Rosa ISD--Santa Rosa Elementary

Overview: The district planning panels identified student performance needs, implemented both academic and "unstructured" strategies, and were able to collaborate through the use of TENET technology. They arranged visits to mentor schools and held 7 planning panel meetings per campus. The project coordinator put in 448 hours of support in 144 technical assistance sessions. An unexpected collaboration occurred as the 3 districts created a 5-year plan together. The campus decision making committees developed and implemented strategies that integrated technology and the Library Media Center. Workshops were held in curriculum alignment, diverse instructional strategies for the implementation of reading across content areas, math, phonics, Creating World Class Readers, cooperative learning and learning styles, AIMS math and science, bilingual /ESL, Reading Recovery strategies, Montessori methodologies, literature based instruction, Accelerated Reader, research-based reading instruction, and more.

Results: TAAS scores were: San Perlita, an increase of 28% in 3rd grade reading, 20% in 4th.; Lasara 27% increase in 4th grade reading with 3rd grade falling; Rio Honda, 13% increase in 3rd grade reading. In addition to staff training in the areas listed, a collaboration with UT-Brownsville meant that 15 teachers and paraprofessionals were offered coursework to continue Early Childhood and bilingual elementary certification. The program offered "collaboration that works" with constant communication and feedback from teachers, parents, and community.

REGION VI ESC

Region serves east-central Texas; its ESC is in Huntsville.

Grant Amount: $149,024

Participants: The grant supported efforts at Leggett, Corrigan-Camden, and Shepherd ISDs at 4 Special Needs campuses with 1,339 PK through 4th grade students, 92 staff and 5 administrators. 323 parents also participated.

Project 02-75: Corrigan-Camden ISD--Corrigan-Camden Elementary, Corrigan-Camden ISD--Corrigan-Camden Primary, Leggett ISD--Leggett Elementary, Shepherd ISD--Shepherd Elementary

Overview: The ESC assisted the districts in planning and in implementing Accelerated Reader in extended day/extended year programs for K through 4 in reading and math. They coordinated with the public library to provide Primary Links Centers for parent/community involvement, a Primary Links Teachers Academy for learning Accelerated Reader and Accelerated Schools to facilitate overall change. They assisted in training parents and volunteers in enrichment and accelerated learning strategies to prevent students falling behind, and in early childhood development toward learning readiness. A preservice component provided sites for field-based training for preservice teachers and administrators, forums for exchange, and improved teacher training toward change in education goals, involvement of parents, and implementation of technology. Comments from all three districts noted an increased commitment to educational innovation and leadership with real advantages from cross-district collaboration, including an awareness of the successes of "different approaches to the same goal."

Results: Corrigan-Camden received $57,381 to serve 550 PK through 4th grade students and a staff of 32. They provided 48 hours of training for 4 teachers and 4 administrators in Accelerated Schools, 18 hours of training for 10 teachers and 4 administrators in "The 7 Habits", training for 4 parent educators and a parent coordinator, and weekly classes for parents. Primary Links and Accelerated Reader were implemented. Leggett received $18,149 to serve 91 students in K through 4th grade and 8 staff. Training was provided in Accelerated Reader, Primary Links, Practical Parent Education, and Accelerated Schools training. Star assessment was conducted to establish a 1st through 4th grade baseline, and the 28 4th grade students re-tested showed improvement. Accelerated Reader was both the most productive and most troublesome aspect of their program; it takes time to learn to utilize it fully. Shepherd used $57,181 to serve 698 PK through 4th grade students, 57 staff and 323 parents. They trained in TAAS reading and math curriculum and Accelerated Schools; held Family Math and Family Reading Nights; developed a volunteer program, trained in Practical Parenting, and introduced Star/Accelerated Reader assessment. Retention rate went from 42 (in '96) to 12 (in '97) in 1st grade, from 15 to 8 in 2nd, from 12 to 4 in 3rd, and from 8 to 3 in 4th. TAAS scores went from 70 to 73 in 3rd grade reading, and from 54 to 69 in 4th. Math scores in the same period increased from 64 to 74 for 3rd graders and 70 to 74 for fourth graders.

REGION XV ESC

Region XV is in west-central Texas, the ESC is in San Angelo.

Grant Amount: $136,579

Participants: The grant served 15 campuses (12 are Special Needs campuses) including 2,647 students, 97 staff, 29 administrators, and 80 parents.

Project 02-76: Bangs ISD--Stephens Elementary, Blanket ISD--Blanket Elementary, Bronte ISD--Bronte Elementary, Brookesmith ISD--Brookesmith Elementary, Christoval ISD--Christoval Elementary, Coleman ISD--Coleman Elementary, Comstock ISD--Comstock School, Crockett County CISD--Ozona Intermediate, Crockett County CISD--Ozona Primary, Grape Creek-Pulliam ISD--Grape Creek Elementary, Mason ISD--Mason Elementary, Menard ISD--Menard Elementary, Richland Springs ISD--Richland Springs School, Rocksprings ISD--Rocksprings Elementary, Schleicher County ISD--Eldorado Elementary, Wall ISD--Wall Elementary, Water Valley ISD--Water Valley Elementary

Overview: Reading teams made up of PK through 3rd grade teachers, the librarian, administrator and parents, were established to do formal planning at each campus. A consortium Advisory Reading Team was further established, made up of one representative from each campus team. The Site-based Decision Making process was used to develop objectives. The Professional Development goal was to train 16 rural districts in reading instruction. Training was offered in Reading Renaissance, Reading Styles, Project Read, Assessment, and Model Practitioner. Resource materials were provided for support of restructuring, and assistance was available for teachers who were making changes. All schools participated in the training and implementation.

Results: The ESC coordinator visited the campuses to contribute technical assistance and data analysis. Reading achievement for the grant schools was considerably above normal levels in both instructional and recreational categories. The average increase of instructional level for the grant project overall (all K-3 students at all participating campuses) during the eight-month testing period was 2.1. Since normal instructional level growth is 1.0 per year, this shows significant achievement in reading for the project. Another significant fact is that 47% of third graders were reading at grade level in September and 78% of the same third graders were reading at grade level by May.

REGION XVII ESC

Region XVII is at the base of the Texas panhandle, the ESC is in Lubbock.

Grant Amount: $62,388

Participants: The grant serves 6 rural ISDs in west Texas with 437 PK through 4th grade students, 41 PK through 4th grade teachers, and 12 administrators.

Project 02-77: Guthrie ISD--Guthrie School, Motley County ISD--Motley County School, Paducah ISD--Goodwin Elementary, Patton Springs ISD--Patton Springs School, Spur ISD--Spur Elementary, Turkey-Quitaque ISD--Valley School

Overview: Funding supported a planning process to assess the need for technology and its impacts. Staff development workshops focused on "integrating technology as a tool to enhance student learning in the PK through 4th grade classrooms." Technological means for supporting math, science, and reading. education were adopted. Technology included in the training and implementation aspects of the program were TENET, the Internet, multimedia, and 2-way interactive telecommunication.

Results: Region XVII ESC extended the staff development program to local campuses and provided training. Preservice Early Childhood and Elementary teachers at Texas Tech University in Lubbock, Christian University, Wayland Baptist University, and West Texas A&M participated in staff development via satellite. Workshops on integrating technology were held, and graduate students were involved in staff development modules. Teachers came in growing numbers to learn technology integration and "media literacy." The districts wrote better plans. Staff developed an "interest in technology planning" as well as learning about the technology itself.

Student Performance on the TAAS (Reading) - Cycle 2 Projects

NOTE: The data shown for each grant reflects a composite TAAS passing rate for all students enrolled in all the campuses served by the grant and whose results are included in the AEIS. Missing values indicate that a grant did not serve students in Grades 3 and/or 4. Since the TAAS data reported here is aggregated at the grant level, it may be inconsistent with the campus- or district-level data presented in the report of each grant.

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3		TAAS % Passing, Reading, Grade 4	
		Baseline 1996	1997	Baseline 1996	1997
02-01	Abilene ISD	82.8%	83.7%	79.0%	84.6%
02-02	Aldine ISD	78.0%	86.4%	79.7%	91.0%
02-03	Alvin ISD	84.3%	88.0%	84.7%	83.0%
02-04	Amarillo ISD	81.0%	69.9%	69.2%	80.8%
02-05	Anson ISD	97.4%	91.1%	87.2%	97.7%
02-06	Anthony ISD	84.8%	93.6%	70.8%	82.2%
02-07	Austin ISD	60.0%	60.3%	60.4%	64.4%
02-08	Austin ISD	46.9%	51.4%	--	--
02-09	Bridgeport ISD	76.5%	75.5%	77.6%	85.5%
02-10	Brownwood ISD	66.1%	92.2%	94.3%	88.0%
02-11	Bryan ISD	78.2%	77.1%	72.1%	82.8%
02-12	Colorado ISD	65.5%	74.1%	66.7%	78.2%
02-13	Cuero ISD	71.0%	62.2%	85.1%	70.8%
02-14	Dallas ISD	--	--	--	--
02-15	Denison ISD	87.3%	88.5%	81.0%	85.1%
02-16	Detroit ISD	83.3%	81.9%	80.8%	82.5%
02-17	Diboll ISD	57.8%	78.6%	77.3%	77.1%
02-18	Donna ISD	72.2%	66.9%	68.6%	74.8%
02-19	Dripping Springs ISD	92.4%	93.0%	89.2%	93.3%
02-20	El Paso ISD	76.3%	79.7%	--	--
02-21	Elkhart ISD	80.8%	76.7%	81.4%	77.9%
02-22	Galena Park ISD	76.9%	77.7%	77.8%	79.9%
02-23	Garland ISD	81.6%	87.6%	76.6%	83.8%
02-24	Garrison ISD	71.4%	66.7%	78.7%	79.2%
02-25	Gatesville ISD	84.6%	82.8%	--	81.1%
02-26	Gilmer ISD	83.0%	85.1%	71.3%	83.4%
02-27	Greenville ISD	82.3%	70.5%	77.5%	83.5%
02-28	Groesbeck ISD	78.6%	79.8%	72.1%	78.9%
02-29	Hamilton ISD	89.4%	85.1%	77.5%	93.2%
02-30	Hart ISD	54.5%	60.7%	70.4%	75.0%
02-31	Hillsboro ISD	73.3%	82.7%	68.4%	86.7%
02-32	Hooks ISD	78.5%	88.0%	79.9%	87.2%

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3		TAAS % Passing, Reading, Grade 4	
		Baseline 1996	1997	Baseline 1996	1997
02-33	Hudson ISD	80.9%	86.0%	83.8%	78.5%
02-34	Humble ISD	89.8%	89.6%	88.5%	90.8%
02-35	Jourdanton ISD	--	--	--	--
02-36	Judson ISD	--	--	--	--
02-37	Klein ISD	77.4%	70.6%	73.2%	72.8%
02-38	La Joya ISD	--	--	--	--
02-39	La Porte ISD	86.9%	86.6%	80.8%	85.5%
02-40	La Villa ISD	77.3%	92.0%	86.2%	83.3%
02-41	Lampasas ISD	--	--	--	--
02-42	Lancaster ISD	66.7%	83.0%	66.3%	70.1%
02-43	Laredo ISD	65.1%	70.9%	61.3%	74.1%
02-44	Leonard ISD	81.1%	72.5%	76.3%	81.1%
02-45	Little Cypress-Mauriceville CISD	88.5%	93.2%	88.0%	88.9%
02-46	Lockhart ISD	81.6%	84.0%	76.1%	81.4%
02-47	Lyford ISD	77.3%	65.9%	61.0%	64.3%
02-48	Marble Falls ISD	84.0%	85.8%	80.6%	83.0%
02-49	Marion ISD	87.8%	86.0%	74.2%	80.3%
02-50	Marshall ISD	74.5%	79.1%	67.5%	81.8%
02-51	McAllen ISD	74.2%	66.3%	81.2%	83.0%
02-52	Menard ISD	78.3%	88.2%	93.3%	76.2%
02-53	Mercedes ISD	79.1%	80.8%	70.7%	73.8%
02-54	New Braunfels ISD	88.4%	88.4%	81.8%	90.2%
02-55	Palestine ISD	65.2%	73.1%	62.2%	72.6%
02-56	Pharr-San Juan-Alamo ISD	61.5%	81.8%	64.0%	56.4%
02-57	Pine Tree ISD	82.7%	80.5%	--	--
02-58	Plano ISD	--	--	--	--
02-59	Port Arthur ISD	65.6%	69.3%	58.9%	62.9%
02-60	Port Arthur ISD	73.0%	75.4%	64.3%	74.2%
02-61	Port Neches-Groves ISD	--	--	--	--
02-62	Rogers ISD	79.1%	80.9%	67.2%	77.5%
02-63	Round Rock ISD	78.4%	79.4%	79.5%	78.7%
02-64	Savoy ISD	--	--	--	--
02-65	Snyder ISD	88.6%	91.1%	81.8%	85.2%
02-66	South San Antonio ISD	74.2%	74.2%	67.7%	79.0%
02-67	Southside ISD	58.1%	51.7%	42.9%	50.9%
02-68	Spring ISD	79.9%	79.4%	74.1%	83.3%
02-69	Taylor ISD	71.4%	81.3%	64.1%	76.1%
02-70	Temple ISD	75.7%	73.2%	76.6%	77.6%
02-71	Tyler ISD	61.7%	58.5%	63.4%	70.3%

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3		TAAS % Passing, Reading, Grade 4	
		Baseline 1996	1997	Baseline 1996	1997
02-72	Uvalde CISD	73.7%	71.3%	73.6%	73.7%
02-73	Waco ISD	68.0%	69.0%	68.2%	68.3%
02-74	Region I ESC	69.4%	79.1%	72.4%	76.7%
02-75	Region VI ESC	69.8%	74.1%	57.0%	66.1%
02-76	Region XV ESC	83.9%	83.9%	83.1%	85.1%
02-77	Region XVII ESC	68.5%	76.5%	69.2%	73.7%

Report on Year 1 Activities (August 1, 1996 through July 31, 1997)

ALDINE ISD

Aldine is on the northern edge of Houston.
Amount: $146,235

Participants: The grant serves Black, Gray, and Thompson Elementary Schools (three Special Needs campuses) with 100 PK through 4th grade students, 40 staff, and 4 administrators.

Project 03-01: Black Elementary, Gray Elementary, Thompson Elementary

Overview: Training was in vocabulary development, thematic teaching, guided reading, reading strategies, and Rigby Science. Parent workshops were attended by as many as 50 parents per session. Three Reading Recovery teachers were trained by the teacher leader. A three-day summer workshop on balanced reading and assessment resulted in the desired shift in philosophy. The preservice and staff development response "was more than we had hoped for." An excitement was generated about change: "We felt we had taken the program to another level." Aldine recommends that "effective teacher training . . . must be ongoing throughout the year. It must be consistent and not haphazardly planned. Teachers must be given training, time to implement what they have learned, and support from administrators who are knowledgeable about what the teachers have been taught."
Results: Participation exceeded expectations. The training schedule had to be augmented and materials reordered as the number of teachers seeking training and the Amount of training they sought escalated. All three schools achieved "Recognized" status. ITBS tests showed gains in vocabulary and comprehension, with greatest gains shown by individual students who were tutored during the school year. "The students' achievement is directly tied to teachers' achievement." An unintended outcome of the planning committee involvement was that the community developed a heightened awareness relative to lack of materials and the diversity of students' needs and abilities; parent participation greatly increased as did collaboration between schools in planning. "It is very seldom that an administrator, like myself, can see true innovative changes take place in a school building, in such a short Amount of time."

ALDINE ISD

Amount: $149,743
Participants: The grant serves 3 Special Needs campuses with 622 2nd graders, 47 staff, and 4 administrators.
Project 03-02: Calvert Elementary, Carroll Elementary, Inwood Elementary

Overview: This grant program focuses on 2nd graders and integrates reading and writing technology into the curriculum, with the addition of intensive phonics for students who need more help in decoding. The implementation includes the students' communicating with one another via computers. Teacher training was in Scholastic Network Training, Internet Training at Region IV ESC, Curriculum Integration, and software. New teachers received training in Success For All, and Johns Hopkins facilitators provided "implementation visits" on all three campuses. The original plan called for ITBS testing. A new evaluation design was decided upon, however, and ITBS was not administered.

Results: There is no "statistical evidence that substantiates the outcomes." The Success For All implementation visits, however, provided evaluative evidence of successful implementation at all three schools and included planning for the continuation year collaboration and development of new designs for evaluation. "We do have evidence that fewer students entered the third grade reading below grade level, and with a new evaluation design with continuation funding will be able to provide this data next year." Most productive has been "the teacher training and hardware/network acquisition which allowed technology to have a positive effect on 2nd grade students' reading and writing. "Computerized reading level assessment software will be added in the continuation year." Teachers continue to request more hands-on training that is even more comprehensive, and Aldine recommends research-based programs for the integration of the reading and writing curriculum with technology for purposes of increasing student motivation and improving reading skills. "This project has impacted second grade students by motivating them to write and read "more frequently, more elaborately, and more effectively."

ALIEF ISD

Alief is in the city of Houston.

Amount: $149,962

Participants: Three Special Needs campuses with 2,987 PK through 4th grade students, 111 staff, and 8 administrators.

Project 03-03: Landis Elementary, Sneed Elementary, Youens Elementary

Overview: Teachers and administrators participated to develop plans and progress toward goals, including purchasing computer-related educational materials and training for teachers in the Balanced Reading Program, Literacy Development and Literacy Instruction, Decoding, and range of technology training courses. In a preservice component, graduate credit courses in reading and language development were offered through a collaboration with University of St. Thomas.

Results: "TAAS scores continue to increase based upon a strong primary and intermediate reading program." Staff development and preservice has resulted in "profound changes in . . . classroom teaching methods including some changes in assessment practices." Demand has grown since original scheduling for staff development and preservice courses.

AUSTIN ISD

Amount: $139,431

Participants: Cook and Wooldridge Elementary Schools (two Special Needs campuses) with 1,236 PK through 4th grade students. Additionally, 103 staff and 2 administrators participated.

Project 03-04: Cook Elementary, Wooldridge Elementary

Overview: The program planning goals were to develop a process that coordinated curriculum across grade levels, linked classroom and Reading Recovery Teachers, and sought input from parents. Goals for professional development included reading and literacy training for teachers and parents, computer training, new teaching-related materials, and an innovative book checkout system. Training was in Early Literacy Inservice Course, computer technology, Reading Recovery continuing contact, and Project Read. The district had 134 attendees at parent meetings and 10 people who became members of a content mastery support group.

Results: Teachers and parents improved teaching and technology skills. New materials were distributed, and the library checkout system was implemented. A parent questionnaire was developed in English and Spanish. A teacher questionnaire also collected a broad range of evaluations of the initiative. TAAS scores were collected to provide a baseline for future analysis.

AUSTIN ISD

Amount: $149,405

Participants: Zavala, Ortega, and Barrington Elementary Schools (three Special Needs campuses) with 1,371 PK through 4th grade children, 128 staff, 3 administrators, and 119 parents. Fifty-six students and visitors also participated.

Project 03-05: Barrington Elementary, Ortega Elementary, Zavala Elementary

Overview: The grant funded development of a HOSTS one-on-one tutoring program to identity students with reading needs, provide one-on-one tutoring, and assess outcomes. A highly successful aspect was tutor recruitment, and 543 volunteers contributed a total of 6,797 hours to help students advance through the programs reading levels.

Results: 100% of mentorship positions filled. HOSTS students made an average gain of 2.19 years in reading; Zavala received the National Blue Ribbon award and Barrington received two Resolutions for Academic Achievement awards.

AUSTIN ISD

Amount: $40,000

Participants: The grant serves one Special Needs campus with 578 K through 4th graders, 45 staff, and 2 administrators. This grant also served one private school with 12 staff participating in training. 52 "others" were involved, who were preservice education students, community mentors, and parents.

Project 03-06: Travis Heights Elementary

Overview: This is a one-on-one tutoring grant project that targets "struggling" readers and involves parents, community volunteers and preservice students in training and tutoring. A collaboration with Communities in Schools was formed, and training and technical assistance was provided by a UT professor and graduate students in specific skills in diagnosis and instruction of reading skills. 16 preservice students received both training in all aspects of a balanced literacy program and experience in working with children. The entire staff received training in Tutoring Program with Parents, writing, spelling, and promotion of fluency and word recognition; 11 community volunteers trained in fluency and in Sharing a Story; and a literacy conference for parents was held. The program goals included building a reservoir of literacy materials, narrowing the performance gap between sub groups and providing the Multi-sensory Teaching Approach for non-special education students. Research and presentation of literacy topics by staff members in on-going Quality Circle meetings encouraged the use of best practices and was complemented by observation and discussion

Results: Tutoring was offered to 174 students by 65 volunteer tutors, "far exceeding our objective. Parent seminars were held with a fair number in attendance...[and] some grade level Hispanic and low SES students did make slight increases" in TAAS scores. Anglo students also made increases and the gap did not narrow. Comparing 4th graders of 1996 to 5th graders of 1997, however, "you do see good gains." Some students were able to go from a primer level to a second grade level, and many learned to love reading. Students who were tutored benefited most, and individual tutoring was clearly the most productive aspect of the program. Students were "progressing and feeling confident" and their parents, proud. One parent became quite overwhelmed with joy while talking about reading with her son. "The training component and indeed the tutoring model are being replicated at another elementary school in the Austin school district," and Travis Heights recommends it saying that it "seems to work best". A second recommendation is that TEA provide forms for application and evaluation electronically to help ease the burden of documentation.

AUSTIN ISD

Amount: $132,083

Participants: The grant serves 2 campuses of 1,480 P-K through 4th graders, 83 staff, and 1 private school participant.

Project 03-07: Palm Elementary, Widen Elementary

Overview: Goals were to achieve a unified literacy approach in the implementation of Carbo learning/reading styles (in association with a Reading Recovery program) and school wide standards of assessment with the National Reading Styles Inventory. Eighty teachers received training in Reading Styles Inventory, Methods, Classroom Environments, and Recorded Book Methods and visited the Carbo Model School. Five to thirty teachers also received training Gifted and Talented, Foundations in Reading Software, and more. A Teacher Fellows Program in collaboration with Southwest Texas State University was implemented, with an exchange teacher's training to become a trainer, then mentoring, and instructing education students in reading styles. More training in Carbo reading styles is yet to be done and the program is searching for an instrument for assessing reading styles in Spanish.

Results: All 2nd through 4th grade children reading below grade level were assessed as to individual reading style. According to an end-of-the-year Informal Reading Inventory, 2nd grade students made a 1 to 1.5 year gain in reading level; students in classes where teachers implemented one or more Marie Carbo strategies made a 1.5 to 2.5 gain. Students in 3rd and 4th grades made a 2 year average gain in classrooms where teachers implemented Carbo reading strategies. TAAS 1996-97 results showed lack of improvement, perhaps because program implementation began late and because the number of students targeted was small.

The program got underway with teachers implementing the learning styles inventory to determine students' strengths. They collaborated with one another, began to change their classroom environments and were ready to work with the new strategies. Standardized test results were not available, however, until after the close of the school year, and the teachers did not have a complete picture of academic gains. New teachers had not received all of the formal training; veteran teachers reflected different levels of implementation; and one campus with a new principal gave priority to the building of a new campus team. Teacher fellows will receive in-depth learning styles when the campus-based trainer has completed trainer training. The reading styles model has established a commonality for reading strategies and assessment, and a common language that allows teachers to provide targeted instruction at the students' point of

need. A further strength was that the program provided continuous on-site technical support for transitioning teachers, and in 66% of 1st through 4th grade classrooms, the classroom arrangement began to change to a learner centered environment. Curriculum coordinators have been hired to manage the tasks of the grant coordination and the purchase of materials. More parent training is on the agenda for continuation year as well.

AUSTIN ISD

Amount: $100,290

Participants: 682 PK through 4th grade children, 56 staff and 2 administrators.

Project 03-08: Harris Elementary

Overview: Frameworks training was provided along with Reading One-on-One and TAAS scores analysis for 10 3rd and 4th grade teachers. Harris had a major goal of involving parents. Extended day extended year literacy programs served 110 students. 55 students had one-on-one tutorial help 3 times per week for 40 minute sessions.

Results: Students were tested in October, December, February, and April and showed gains overall. TAAS scores cited in the report were mixed. 4th grade reading scores increased from 43 to 53 between 95-96 and 96-97, but 3rd grade scores dropped. All teachers visited or held a conference with the parents of at least 95% of their students. A formal community meeting on literacy was held, and prototype home literacy outreach materials were developed.

BROWNSVILLE ISD

Brownsville is at the southernmost tip of Texas.

Amount: $150,000

Participants: This grant serves 27 Special Needs campuses, 594 1st graders, 27 staff plus 3 administrators, 3 private school staff, and 19 preservice people.

Project 03-09: Aikin Elementary, Burns Elementary, Canales Elementary, Clearwater Elementary, Cromack Elementary, Del Castillo Elementary, E.L. Jardin Elementary, Egly Elementary, Garden Park Elementary, Garza Elementary, Gonzalez Elementary, J. Castaneda Elementary, Longoria Elementary, Morningside Elementary, Palm Grove Elementary, Perez Elementary, Putegnat Elementary, R.L. Martin Elementary, Resaca Elementary, Russell Elementary, Sharp Elementary, Skinner Elementary, Southmost Elementary, Vermillion Road Elementary, Victoria Heights Elementary, Villa Nueva Elementary, Yturria Elementary

Overview: The program developed a "revised staff development model which includes layered training, practicum experiences, debriefing and sharing sessions, and on-site field based experience." Training was in Reading Skill Development, Phonemic Awareness, Neuhaus Language Enrichment, and Reading One-to-One. Preservice training was in phonemic awareness and language enrichment with tutorial support debriefing sessions. A preservice collaboration with UT-Brownsville trained future teachers in reading philosophy and had them participate in field-based extended day activities. Most productive has been a focus on developing a research-based foundation for reading instruction so that teachers become "experts of language acquisition and the structure and nature of language." What the district would do differently is emphasize administrator and instructional facilitator training and plan to ensure mentoring and monitoring of trained teachers.

Results: The Project established an extended day Project, and 79% of students who participated were promoted. On the Texas Primary Reading Inventory, students experienced success in all areas of the inventory and demonstrated improvement as the year progressed. The Project completed with some unexpected outcomes: development of a Spanish Texas Primary Reading Inventory and distance learning capabilities.

BROWNWOOD ISD

Brownwood is at the northern tip of the hill country between Waco and Abilene.

Amount: $150,000

Participants: Brownwood, Early, and Bangs ISDs; a total of 4 campuses (2 of which are Special Needs campuses) with 1,452 K through 4th grade students, 133 staff and 4 administrators.

Project 03-10: J.B. Stephens Elementary, East Elementary, South Elementary, Early Elementary

Overview: The grant funded training of instructors in Reading Recovery, Accelerated Reader and Enriching Children's Literacy Environment (ECLE). The five teachers who completed the first year of Reading Recovery Training implemented Reading Recovery resources on four campuses. Sixteen teachers completed ECLE training, and the program for parents and pre-school children was conducted on each campus. The Accelerated Reader program attracted 5 to 30 people to each training session.

Results: The purpose of the Reading Recovery program is to ensure that all first graders learn to read by intervening when necessary so that no student lacks the instruction and materials necessary to succeed. 42 students were served by this Reading Recovery co-op, and 26 were discontinued as they reached competence at or above grade level. This component was successful enough that the districts are considering training more Reading Recovery teachers.

BROWNWOOD ISD

Amount: $149,720

Participants: This Brownwood ISD grant serves 2 Special Needs campuses (Northwest and Coggin Elementary Schools) with 718 PK through 4th grade students, 62 staff, and 4 administrators.

Project 03-11: Coggin Elementary, Northwest Elementary

Overview: The program goals included more assistance for classroom teachers, extended reading instruction to 60-90 minutes per day, and an extended day program in the computer lab for students reading below level. Training was in Marie Carbo Reading and Learning Styles, Recorded Book Method, technology, and PLORE Individualized Reading Instruction and Consultation. A preservice program offered the opportunity to do classroom observation, to attend staff development, and to use skills with individual students.

Results: Students who enrolled in PK in '95 showed a growth of 54% on the BOEHM Concept Test at the end of K in '97. Those entering K in '96 (without participating in the PK program) showed growth of 33%. 78% of 1st graders were reading on or above grade level and 81% of 2nd graders were reading on or above grade level at the end of the year. Most productive was the sustained use of the strategies taught and a 4-day per week extended day tutoring in 1st and 2nd grades for students reading below grade level.

CANUTILLO ISD

Canutillo ISD is between El Paso and the New Mexico border.

Amount: $148,600

Participants: Four Special Needs campuses with 1,862 K through 4th grade students, 109 staff, and 11 administrators.

Project 03-12: Canutillo Elementary, Childress Elementary, Davenport Elementary, Jose Damian Elementary

Overview: Training was in the Teacher Institute format, a National Conference, and inservices. Parent Institutes were held at each campus and were attended by 115 parents. Subject matter was Teaching Styles, Boosting Reading Achievement of Students, Enhancing Comprehension, Early Intervention, Dual-Language Issues, Thematic Units, and Benchmark Curriculum. In addition, teacher study groups and professional development libraries were established, tuition for 15 Project teachers to complete university graduate courses in reading was provided, and university students were recruited to work with Team Leaders on campuses. The program offered "activities that provided opportunities for teachers and parents to learn new skills to help children excel in reading." Most challenging has been "helping teachers, parents and board members interpret and understand the latest research on elementary reading education." Mid-program changes have been to increase meetings and to provide opportunities for teachers, parents, and board members to observe teachers working with students.

Results: TAAS reading scores for 3rd and 4th grades are up, teachers have received a range of training, including university coursework for 15. University professors involved in the Parent Institutes were "key players in the planning, implementation and evaluation of our Academics 2000 Initiative."

CARRIZO SPRINGS CISD

Carrizo Springs is 50 miles from the Mexican border between Laredo and Del Rio.

Amount: $149,051

Participants: Four Special Needs campuses with 777 children, K through 4th grade, 58 staff, and 4 administrators.

Project 03-13: Big Wells Elementary, Central Elementary, Middle Elementary, North Elementary

Overview: Training was in Accelerated Reader, Saxon Phonics, TENET, and Higher Order Thinking. Planning called for "cross grade level dialogue on the implementation of Accelerated Reader and Saxon Phonics programs."

Results: The program raised student reading proficiency and student interest in reading. Individual and class objectives were achieved in Accelerated Reader; skills were mastered in Saxon phonics; and TAAS test scores improved. Planning sessions enhanced the inter-campus and vertical planning processes.

CONNALLY ISD

Connally is in Waco.

Amount: $149,812

Participants: The grant serves 3 Special Needs campuses with 1,047 PK through 4th grade students, 95 staff, and 4 administrators. 45 parents/grandparents also participated.

Project 03-14: Connally Elementary, Connally Intermediate, Elm Elementary

Overview: The program goals were to identify students who are having difficulty in reading and create for them a complex of interrelated program elements--establish a before and after school program and a summer program, 'establish family lending libraries, parent/child backpack program, family nights of literacy activities, and parent per support groups (which became known as "parent talk") for parents of the targeted children. Staff training activities early literacy/developmentally appropriate practices, parent and family involvement training, and focused especially upon technology to enhance reading achievement and Reading Recovery training in interactive settings. Alternative Certification Interns in the Region XII ESC program participated as well, and as many as 40 parents attended a single training session. A collaboration with Corsicana ISD's Reading Recovery training grant provided Connally ISD's teachers with training in the Reading Recovery Method as well as a forum and support. From 10 to 25 participants attended each training session, and 21 teachers had 28 hours of Reading Those directly involved--the project director, the family advocates, teachers and parents--planned.

Results: "Teachers went from no computers in the classroom and very little knowledge of how to use computers" to using them to enhance reading and communicate with parents and instructing parents in the use of them to create family albums and students in the use of them (in the electronic reading incentive program) to write stories and check knowledge. "Teachers rated all phases of the training as excellent." 145 students were identified as reading below grade level or experiencing difficulty and were placed with their parents in the program activities. Most productive were the family nights with "computer connection", and the "parent talk" support group meetings with family advocacy counselors. Connally recommends that the broad based panel be set up to do general planning and that small groups of those directly involved plan in detail the various activities, and that planning for contingencies be incorporated so that productive adjustment can be made to delays in funding or equipment installation. That the project director needs to be a full-time position was discovered, and it was suggested that TEA work on timeliness of funding and reduction of the paperwork involved.

CONROE ISD

Conroe is north of Houston.

Amount: $150,000

Participants: Two Special Needs campuses with 1,518 children grades K through 4, 109 staff, 4 administrators, 10 private school staff and 228 others, including parents and preservice teachers.

Project 03-15: Anderson Elementary, Milam Elementary

Overview: The Project included an extended year program and parent involvement program as well as staff development. Training for teachers covered assessment, phonemic awareness, decoding, TAAS reading, Accelerated Reader, Reading Recovery, Success For All, vocabulary and comprehension strategies, dyslexia, learning styles, CRISS, Reading Renaissance, and more, with follow-up coaching by reading specialists. In a preservice component, student teachers from regional universities were placed on campuses and took part in staff development.

Results: As many as 160 participants attended training sessions. This "long-term, comprehensive professional development effort" resulted in reduced retentions at first grade and TAAS score improvement: the percentage of 3rd graders "not passing" went down from 42 in '96 to 22 in '97, and 4th graders, from 40 to 19. The most productive features of the program were the "reading specialists emphasis on reading instruction for teachers and parents," "extended year intensive reading intervention and support," "the impact of Accelerated Reader on student reading achievement," "continuing development and use of informal classroom assessments that focus on student strengths as well as targets for growth," "a coherent schoolwide assessment system across grade levels," Reading Specialists' positions, and an extended year program for students performing below grade level.

COPPERAS COVE ISD

Copperas Cove is on the western edge of Ft. Hood.

Amount: $150,000

Participants: Seven campuses (5 of which are Special Needs campuses) with 3,090 PK through 4th grade students, 173 staff, 9 administrators, and 15 private school staff.

Project 03-16: Fairview Elementary, Halstead Elementary, Miss Jewell Elementary, Parsons Elementary, Stevens Elementary, Walker Elementary, Williams Elementary

Overview: Training by consultants was in phonemic awareness, Early Literacy Institute, Frameworks, and Reading Styles. The Project was a "comprehensive plan" engaging all teachers in staff development and implementation of training. The Region XII ESC reading specialist helped with the overall design for the plan for all teachers and students, PK through 4, which then included local Head Start programs participating in the Early Literacy Institute.

Results: The Project completed with three schools being "Recognized" for TAAS improvement. Most productive were Early Literacy Institute, and the Reading Styles training for 2nd, 3rd, and 4th grade teachers. Productive, too, were the reading mentors who worked with individuals and small groups.

CORSICANA ISD

Corsicana is southeast of Dallas on I 45.

Amount: $150,000

Participants: The Corsicana grant serves 24 campuses in 19 surrounding rural ISDs. 12 of those campuses are Special Needs campuses; the total number served is 3,250 K and 1st graders, 175 teachers, 24 administrators and 2 private school staff.

Project 03-17: Athens ISD--Athens Intermediate, Athens ISD--South Athens Elementary, Brownsboro ISD--Brownsboro Elementary, Brownsboro ISD--Chandler Elementary, Cayuga ISD--Cayuga Elementary, Connally ISD--Connally Elementary, Connally ISD--Connally Intermediate, Coolidge ISD--Coolidge Elementary, Corsicana ISD--Bowie Elementary, Corsicana ISD--Fannin Elementary, Corsicana ISD--Houston Elementary, Corsicana ISD--Lee Elementary, Corsicana ISD--Lincoln Elementary, Corsicana ISD--Travis Elementary, Cross Roads ISD--Cross Roads Elementary, Eustace ISD--Eustace Intermediate, Eustace ISD--Eustace Primary, Groesbeck ISD--Enge-Washington Intermediate, Groesbeck ISD-Whitehurst Elementary, Hubbard ISD--Hubbard Elementary, Malakoff ISD--Malakoff Elementary, Mount Calm ISD--Mount Calm Elementary, Murchison ISD--Murchison Elementary, Trinidad ISD--Trinidad School, Valley Mills ISD--Valley Mills Elementary

Overview: This is a Reading Recovery grant. Collaboration arrangements were made with two Regional Service Centers, Baylor University, and Texas Woman's University. The aim of the grant was to provide services to effect systemic change in family literacy and classroom practice in all of these districts through parenting and family involvement initiatives, teacher training and staff development, and technology training. The pivotal activity was early intervention with "at-risk" 1st graders and the training of a cadre of classroom teachers. The grant Project was headed by a facilitator who was able to maximize effectiveness in use of available resources to support innovations in early childhood education until the innovation became self-sustaining. Except for the making of a training video the Project completed and will continue into the continuation year with the training of a new teacher leader.

Results: 12 teachers received graduate course training in Reading Recovery. Forty-five K and 1st grade teachers received Wright Group training (as did 10 parents), and 12 received Web training at Region XII. The Project's greatest strengths were Reading Recovery and Reading Recovery techniques for the classroom. Planning developed a valid and reliable learning theory and "increased collaboration, sharing of resources, and a higher level of professionalism."

COTULLA ISD

Cotulla is on I 35 south of San Antonio about half way to Laredo.

Amount: $50,910

Participants: Three Special Needs campuses with 645 PK through 4th grade students, 62 staff and 4 administrators.

Project 03-18: Amanda Burks Elementary, Encinal Elementary, Ramirez Elementary

Overview: Planning employed the Site-based Decision Making model and proved effective. Training was in R.E.A.D., Accelerated Reader, ESL, learning styles, technology applications, and strategies for working with at-risk youngsters. Two Reading Recovery teachers were trained in collaboration with Region 20 ESC. The Local improvement aim was to develop a stronger school-home bond, provide one-on-one/small group instruction, and integrate technology to improve reading instruction. Cotulla emphasizes that "improvement is clearly dependent on teamwork," and systematic two-way communication between district and campus, home and school, school and community is vital.

Results: On the three campuses "76% of the targeted third grade students (compared to 69% the year before) and 68% of the targeted fourth grade students (compared to 53% the year before) passed TAAS reading." ITBS reading data revealed growth of 3 to 7 points by 1st and 2nd graders. In addition to favorable test scores, the retention rate went down and the achievement gap between LEP and non-LEP students was reduced. "Accelerated Reader is one of the greatest success stories."

CRYSTAL CITY ISD

Crystal City is about 100 miles southwest of San Antonio.

Amount: $150,000

Participants: One campus with 850 PK through 3rd graders, 102 staff and 10 administrators, 1 private school teacher, and 145 parents and community members.

Project 03-19: Rivera/Zavala Elementary

Overview: Training events included Early Childhood Curriculum, critical thinking, TAAS writing/ reading, classroom management for paraprofessionals, conflict resolution, site-based decision making, planning, technology, New Jersey Writing, Math Their Way, and parent/family workshops. Most successful in addition to the planning and collaborative efforts have been the excellent training events and the regular presence on campus of more parents. Crystal City learned during the course of the grant to coordinate staff development more efficiently so that "expensive multi-day training can be shared and continuity of training within the district assured." They suggest providing "parents and community members with a lay training" to "demystify" the site-based decision making process," and sharing training calendars with area school districts.

Results: The program was evaluated professionally: 85% of PK and 92% of K students mastered 80% or more of their age-level developmental skills. 68% of 1st grade, 67% of 2nd, and 55% of 3rd graders were on or above grade level in decoding skills. TAAS 3rd grade scores were 76% mastery in reading, 80% in math, and 68% on both tests, a 20-25% gain over '95 scores. The status of the school has risen from "Acceptable" to "Recognized." Parent involvement has increased in both training events and general participation in school activities. Collaboration with Region 20 provided training and facilitation of the site-based decision making planning model, and facilitation of the planning itself as well as technical assistance. Planning produced the campus five-year plan.

DALLAS ISD

Amount: $150,000

Participants: 15 Special Needs campuses with 3,433 2nd and 3rd graders, 157 staff, 15 administrators and 9 private school teachers.

Project 03-20: Bowie Elementary, City Park Elementary, Hall Elementary, Harllee Elementary, Henderson Elementary, Hotchkiss Elementary, Johnston Elementary, Lipscomb Elementary, Marcus Elementary, Pease Elementary, Peeler Elementary, Pershing Elementary, Reagan Elementary, Seagoville Elementary, Zaragoza Elementary

Overview: Training was accomplished in Reading Aloud, Guided Reading, Shared Reading, Multi-sensory Phonics, Multiculture Literature, some lead teacher training in reading instruction and vertical team training, and more. The most productive element has been the site-based nature of the Project, in which central staff determined the overall thrust and individual schools designed their own implementation plans and budgets. "Also very effective was the use of distance learning techniques to provide Projectwide training for consortium schools, as well as for private school partners. Because the sessions were broadcast citywide on cable television, as well as video-taped, schools and private partners could make maximum use of the training to meet the needs of their individual campuses."

Results: The Project became a pilot Project for the Dallas Reading Plan "which will drive the District's reading instruction for the next five years" and a demonstration of the effectiveness and flexibility of broadcast/video-taped training. "Dallas suggests that campus representatives can be responsible for planning and monitoring these types of programs, but adequate training in collaborative planning is necessary."

DENISON ISD

Denison is due north of Dallas.

Amount: $150,000

Participants: All of Denison's 7 campuses, 5 of which are Special Needs campuses, 1,961 PK through 4th graders, 196 staff and 7 administrators.

Project 03-21: Golden Rule Elementary, Houston Elementary, Lamar Elementary, Layne Elementary, Terrell Elementary

Overview: Region X coordinated the Planning Panel development. The RIM mini-grant consultant provided training for elementary teachers and administrators who were interested in minigrants. Training in working with parents was also conducted. Austin College provided access to 15 Denison ISD teachers to pursue reading specialist certification. Local improvement initiatives on the various campuses included READ to address the needs of the very lowest performing students in grade 1; Reading Recovery, with "RIB" replacement by certified teachers when Reading Recovery teachers are out of their classrooms; Failure Free reading program; and the HOSTS program where "low, low" TAAS scores were raised.

Results: The RIB program schools had improved SAT and TAAS scores. One of the schools was designated "Exemplary" due to high TAAS scores. Two other Special Needs campuses were designated "Recognized." District TAAS reading scores for 3rd grade were 86% meeting minimum expectations and 64% mastery. 4th grade TAAS scores were 85% meeting minimum expectations, and 46% mastery. An unexpected outcome was "increased focus on the economically disadvantaged student on the Special Needs campuses at all grade levels with improved achievement in TAAS reading and SAT reading as an indication" of that increased focus. Denison suggests involving the campus principals early in the process, continued planning for the district as a whole rather than just by campus or central administration, district support for reading specialist certification, and better statistical data related to test scores at K, 1st, and 2nd grades.

DENTON ISD

Denton is north of Dallas-Fort Worth.

Amount: $149,930

Participants: Four campuses (3 are Special Needs campuses) with 2,020 1st and 2nd graders, 97 staff and 8 administrators.

Project 03-22: Borman Elementary, Hodge Elementary, Lee Elementary, Rivera Elementary

Overview: Initial meetings with principals and teachers developed staff development and classroom goals. Training was in a balanced reading program. To meet their needs, campuses selected strategies and resources, including Saxon Phonics/Estrellita Phonics, Rigby Literacy Tree Series, and Accelerated Reader, and reading materials in English and Spanish.

Results: Teachers gained classroom-relevant resources and training, particularly in 6 workshops on developing a balanced reading program. Paraprofessional and a half-time teacher were hired to reduce the ratio of teachers to students.

DONNA ISD

Amount: $150,000

Participants: The grant serves 9 Special Needs campuses with 4,673 PK through 4th graders, 207 staff, and 18 administrators participated in this grant and 17 parents.

Project 03-23: Ochoa Elementary, Caceres Elementary, Guzman Elementary, Lenoir Elementary, Moye Elementary, Rivas Elementary, Runn Elementary, Salinas Elementary, Stainke Elementary

Overview: The goal of the project was to emphasize professional development and preservice education in order to impact student achievement. 27 to 34 teachers were in attendance at each training session in Curriculum Alignment, Assessment and Instruction, Reading Styles, and Infusing Critical Thinking Skills into the Curriculum. These sessions were open to parents as well and were attended by 3 to 6 per session. The nine campuses offered the project time teachers time for professional networking and for planning so that teachers have both formed "professional collaboration groups" that meet about once every 3 weeks, and have become the district staff developers using teacher-to-teacher methods including teacher coach/teacher leader. Television Satellite Network (an outgrowth of planning that occurred midyear and was accomplished by means of amendment) was put into place for observing other schools (even across the country via Internet) and interacting with presenters. Plan revision and student assessment and evaluation became ongoing processes that evolved throughout the year. A preservice component offered 18 teachers (2 at each campus) 18 hours of graduate level credit in reading in a field-based training project. The courses were Diagnostic Teaching of Reading, Foundations of Reading Instruction, Problems in the Teaching of Reading and Reading Tests.

Results: Training and technical assistance has "improved the attitudes" of all participants in the activities of the grant initiative. New initiatives are being implemented on grant campuses that "enhance and improve early childhood and elementary teachers' and students' performances." More student centered learning is observed, TAAS scores improved over 1996 scores, and everywhere effort is being made to "coordinate and revise the district and campus curriculum, instruction, and assessment to address the needs for improved early childhood and elementary education." The collaborative relationships have changed the "what" and "how" of what teachers are doing, and the choices they are making toward school improvement initiatives have changed. The planning process "has worked and has been effective for all stakeholders because of the quality of the staff development that has been offered them and the established support groups that meet regularly. "No real problems were encountered." Recommendations include offering the Graduate Reading Program to a larger number of teachers per campus, holding more quality training, and hands-on workshops that seem to have an immediate impact on student achievement.

DONNA ISD

Amount: 150,000

Participants: The grant serves 9 Special Needs campuses with 4200 K through 4th graders, 215 staff, and 15 administrators.

Project 03-24: Ochoa Elementary, Caceres Elementary, Guzman Elementary, Lenoir Elementary, Price Elementary, Rivas Elementary, Runn Elementary, Salinas Elementary, Stainke Elementary

Overview: The objective was to train all teachers in SRA curriculum and other teaching strategies to implement effective instruction. This grant in the Donna schools trained 3 teachers in Reading Recovery, 2 administrators in New Jersey writing program, from 2 to 5 teachers in one or more of several training sessions (phonemic awareness, reading and literature across the curriculum), and the main body of training was in SRA Reading Mastery with 110 in attendance and Reading Mastery Follow-up with 79 in attendance.

Results: "All students were given an IRI [Informal Reading Inventory] to determine their reading level providing the teacher a baseline for each student. All students have progressed tremendously. Reading TAAS scores went up in all schools. All other students showed increases in other reading tests administered where no TAAS tests were given." No substantive data was provided. Donna ISD reports that "teachers have greatly improved classroom practices" and are "utilizing knowledge acquired to enhance their teaching hence improving student achievement."

EDCOUCH-ELSA ISD

Edcouch and Elsa are between McAllen and Harlingen on highway 107.

Amount: $150,000

Participants: Three Special Needs campuses with 1,875 PK through 4th grade students, 232 staff and 9 administrators.

Project 03-25: Edcouch Elementary, J. F. Kennedy Elementary, L. B. Johnson Elementary

Overview: Training was in Phonics, Language Learning Philosophy, Reading Styles, Assessment and Evaluation, Accelerated Reader, Reading, and Writing. The program included integrated curriculum, technology, instructional assistants, and phonemic awareness strategies. A preservice component had teachers enrolled in reading courses at UT-Pan American or in the Frameworks course. 35 UT interns were assigned to work with mentor teachers on Project campuses. 25 para-professionals attended South Texas Community College teaching assistance courses.

Results: TAAS scores in reading for '97 were 83% for 3rd grade, 77% in 4th, with the limited English proficient scores being 78% and 68% respectively. Teacher collaboration has increased and the curriculum is more integrated..

EDINBURG CISD

Edinburg is just above McAllen.

Amount: $139,739

Participants: Three Special Needs campuses, 162 K through 2nd graders, 9 teachers and 3 administrators.

Project 03-26: Austin Elementary, Brewster Elementary, Canterbury Elementary, De Escandon Elementary, De La Vina Elementary, De Zavala Elementary, Eishenhower Elementary, F. Gonzalez Elementary, Hargill Elementary, Jefferson Elementary, L.B. Johnson Elementary, Lamar Elementary, Lee Elementary, Lincoln Elementary, Monte Cristo Elementary, San Carlos Elementary, Travis Elementary, Truman Elementary

Overview: Teachers participated in a team planning process to ensure progress in the district's reading initiative. Training included Creating Books, Foundations in Reading Fundamentals, Analysis of Student Data, Correlation of Reading with subject areas, and Reading Strategies.

Results: ITBS scores for 1st and 2nd grades in reading, language and all tests went up with one exception. Efforts to attract parents' participation in their children's reading resulted in improved vocabulary and writing and has drawn requests to become involved from parents of children not in the program. Teacher willingness is a vital factor, and having a consultant from the Service Center assisting teachers on a weekly basis, as well as ongoing peer assistance, have been invaluable in getting change to take place.

FLORESVILLE ISD

Floresville is less than 50 miles southeast of San Antonio on the way to the coast.

Amount: $149,933

Participants: Two Special Needs campuses with 1,189 PK through 4th grade students, 60 staff, 5 administrators and 2 private school teachers.

Project 03-27: Floresville Elementary, Floresville Primary

Overview: With the gathering of the needs assessments data and the formulating of the grant proposal "elementary teachers began to evaluate their teaching philosophy and to discuss the possibility of developing a district Reading Philosophy." The District Reading Committee recognized that a great deal more vertical planning and teaming would have to occur, and the M-Th school day was extended to allow students to be released one hour earlier on Friday, reserving one hour for campus meetings. The process began with alignment of the reading curriculum, grades K-4. Training was undertaken in Cooperative Learning in Reading Instruction, Writing and Reading for the Writing Lab, Literacy Training for Parents and Early Childhood, Language Development and Assessment, Bag-a-Book, Dyslexia, Imbedded Phonics Instruction, Thematic and Interdisciplinary Reading Instruction, Internet, Phonics, Decoding and Comprehension, Phonemic Awareness Assessment, Aligning Reading Curriculum, Using Technology in Reading Instruction, Accelerated Reader Training, Diagnosing Reading Handicaps, Telecommunications and Distance Learning, Junior Great Books and Living Books, Guided Practice and Student Independent Practice, Stevenson Reading Program, and Developing Decodeable Books.

Results: "The way individual teachers interact with children during instruction has changed, and classrooms on the primary and elementary campuses are student centered.... The entire atmosphere of teaching has changed." "The success of the planning for the direction that the reading program would take in the FISD has helped to create a phenomenal change in the learning atmosphere of our school district. This total change in instruction in all areas was not anticipated or expected."

FT. BEND ISD

Amount: 102,478

Participants: The grant serves four campuses (3 of which are Special Needs campuses), 2,234 P-K through 4th grade children, 93 staff, and 57 parents.

Project 03-28: Glover Elementary, Jones Elementary, Mission West Elementary, Ridgemont Elementary

Overview: Training was Effective Early Literacy Training and the sessions gave teachers practice in techniques for classroom use. "Through their writings, demonstrations and conversation, consultants noted shifts in understanding about effective practices." Fifty-seven parents participated in Supporting Readers at Home training, and 10 3rd and 4th grade teachers

had Running Record Training. Frameworks training for trainers was not offered through Region IV and so was canceled. The program's goal was for teachers to learn effective early literacy practices in order to provide a supportive classroom environment to accelerate reading achievement for all children and to provide training for parents on how to help their child read. In collaboration with the University of Houston the district sought to increase the value of field experiences for preservice teachers and to improve the course content of undergraduate reading courses.

Results: The Phonemic Awareness and Phonics Inventory was administered in the fall and again in the spring to all K and 1st graders, and to 2nd graders reading below level. At all grade levels, developmental growth and the impact of instruction can be seen. 2/3 of the K students could blend phonemes and omit a phoneme. In both the phonemic tasks and letter recognition first and second grade mastery levels were greater than 90%. Ft. Bend observes that "teacher expertise is the key to student achievement. Therefore, the training...must include: theory, demonstration, practice and study groups with peer coaching to achieve long term transfer to the classroom. A full time literacy trainer for the Academics 2000 schools would allow for maximum success of grant initiatives."

GALENA PARK ISD

Galena Park is located in the Houston metropolitan area.

Amount: $150,000

Participants: Eleven campuses (10 are Special Needs campuses) with 7,200 PK through 4th grade students, 450 staff, 20 administrators and 6 Private School Staff.

Project 03-29: Cimarron Elementary, Cloverleaf Elementary, Galena Park Elementary, Green Valley Elementary, Jacinto City Elementary, Macarthur Elementary, North Shore Elementary, Purple Sage Elementary, Pyburn Elementary, Tice Elementary, Woodland Acres Elementary

Overview: The local improvement objectives included revising district and campus plans, performing a curriculum audit, establishing learning benchmarks, and improving professional development. Training was in integration of reading into all disciplines, balanced Reading, math, Reading Recovery strategies, Thematic units and Children's Literature, Texas Primary Reading Inventory, Language Arts, Window on Science, Starlab, FOSS measurement, TAAS, and Integrating Science with Reading Skills.

Results: Elementary specialists had daily interactions and modeling with teachers on all campuses. Project completed on time, plans were revised, curriculum audit was accomplished, and benchmarks established, and implementation of improved models were put into place. Most productive were community support and the superintendent's focus, the teacher-developed units, principal training, and the reading specialist as a daily resource for teacher support.

GRAND PRAIRIE ISD

Grand Prairie ISD is between Dallas and Ft. Worth.

Amount: $149,586

Participants: Two campuses (1 is a Special Needs campus) with 511 K through 4th grade students, 47 staff, and 2 administrators.

Project 03-30: Daniels Elementary, Houston Elementary

Overview: New teachers were trained in learning styles, literacy instruction strategies, and integrating literacy across the curriculum. Experienced teachers trained in these same subjects and gave feedback in response to needs assessment for staff development. As many as 45 participants attended single sessions. A preservice component offered graduate courses for teachers to pursue Masters degrees in Reading. Seven teachers participated in the program and are continuing to pursue their degrees. Local improvement included a summer program as well as an extended day program.

Results: ITBS scores for 1st and 2nd grade students show improvement, as did scores for the 4th grade. Third grade scores have not improved thus far. The extended day program and the parent programs have been successful.

HARLANDALE ISD

Harlandale is in San Antonio.

Amount: $149,934

Participants: Four Special Needs schools with 1,898 PK through 4th grade students, 103 staff, 8 administrators, and 100 others, including parents and UT-San Antonio students.

Project 03-31: Columbia Heights Elementary, Gillette Elementary, Schulze Elementary, Wright Elementary

Overview: Training for PK through 1st grade teachers was in "Multisensory Teaching System" taught by Reading Recovery teachers and dyslexia intervention specialists. It focused on phonemic awareness, letter recognition, alphabetic phonics, running records and practice with support and feedback. Training for teachers grade 2-4 was in Reading Renaissance with Accelerated Reader (technology training done by means of a one-to-one trainer of trainers model) and a regional conference on reading. Collaboration with UT-San Antonio was vital, particularly for evaluation services. Parent involvement efforts were also productive. Most challenging has been "providing ongoing support for teachers as they attempt new assessment and instruction initiatives" and searching out and funding the acquisition of appropriate balanced literacy materials.

Results: District and campus plans reflect a base in solid research-based reading instruction. 3rd and 4th grade TAAS scores at the 4 campuses "indicate good growth in student performance," and children who participated in the identified group of most-in-need-of-assistance made the greatest comparative gains. "The collaboration with UT-San Antonio has been powerful--students have at least 40 hours of guided clinical training with at-risks under the tutelage of Road Runner Reading-trained teachers." Harlandale recommends an idea sharing get-together with other grant recipients.

HARLINGEN CISD

Harlingen is in the lower Rio Grande Valley.

Amount: $148,453

Participants: Two campuses with 1,210 PK through 4th grade students, 125 staff and 4 administrators.

Project 03-32: Long Elementary, Wilson Elementary

Overview: The district's Planning Panel and staff worked to create a positive environment for children to experience reading success. 30-minutes of class time each day is designated for students to read. Volunteers participate. 21 staff were trained in Young Children Learning Language, Observing/ Understanding Children's Reading, Matching Children With Books, Encouraging Reading Development, Guided Reading, Writing Process, Children's Writing Development, Programming and Assessment, Modeled Writing, and others. 38 computers and printers were installed and networked for Accelerated Reader. The daily schedule for the school had a 30 minute reading time during which everyone reads, built in. Each teacher then built in an additional 30 minutes daily for reading. Literature groups became installed as a reading instruction mechanism. Harlingen thinks it would be beneficial to have an exchange of information with other Academics 2000 programs.

Results: Children are checking out more books and experiencing success in the Accelerated Reader program. The library collection has grown by 6,000 volumes. "The administration/staff/parent involvement has been great." "Working with the District's technology department and the central media center on the ordering of hardware/software and tradebooks for Accelerated Reader has been a good experience." Staff are constantly increasing their technology abilities. The Long Elementary program is now viewed as a "showcase" for the district.

HAYS CISD

Hays County is just south of Austin and includes Kyle and Buda.

Amount: $149,250

Participants: Five campuses (3 are Special Needs campuses) with 2,144 PK through 4th grade students, 160 staff, 13 administrators and 52 parents.

Project 03-33: Buda Elementary, Dahlstrom Intermediate, Green Elementary, Kyle Elementary, Kyle Intermediate

Overview: Training was provided in phonology/phonemic awareness, assessing reading performance, integrating literature, early intervention models and practices, and technology integration, Accelerated Reader, Reading Framework, Reading Profiles, Project READ, and the training of three Reading Recovery teachers one for each primary campus. As many as 150 teachers received a particular training. Parents were trained in the uses of technology.

Results: "The planning process was extremely effective in the development of an improved plan."
Most productive was "the emphasis on data collection and the subsequent analysis of that data." Reading profiles are used to place students at correct levels. The Hays CISD Reading Initiative has brought visibility to the program and explained its purpose to parents and the community.

HEREFORD ISD

Hereford is southwest of Amarillo, halfway to the NM border.

Amount: $98,293

Participants: Two Special Needs campuses with 839 K through 3rd grade students, 75 staff, 6 administrators, and one West Texas A & M student.

Project 03-34: Northwest Elementary, Tierra Blanca Elementary

Overview: A broad-based planning panel was formed with a district leadership team to improve early childhood and elementary student achievement. West Texas A&M University and Region XVI served on the panel and helped insure that planning was successful. Teacher training involved 75 participants and included Reading Recovery Awareness, Assessment & Literacy, Observation and Modeling, and Running Records. The goal was to implement Reading Recovery and literacy groups on both campuses, to train all teachers in balanced literacy, and to train Reading Recovery teachers and provide year-one training for a teacher leader in the Region XVI ESC program. The Project completed as planned, but was under-budgeted. An outcome, therefore, was an identified need for better coverage for Reading Recovery implementation.

Results: TAAS scores for 3rd grade were dramatically improved at one campus. Reading Recovery certifications were awarded, and the teachers also received 6 hours graduate credit from West Texas A & M University. Reading Recovery students showed dramatic increases in reading skills, September to May. Implementation of Reading Recovery served 18 children; 56% achieved grade level reading.

HOUSTON ISD

Amount: $150,000

Participants: 13 Special Needs campuses with 7,000 PK through 3rd grade children, 275 staff, 27 administrators, 6 private school staff and 10 preservice teachers.

Project 03-35: Burnet Elementary, Codwell Elementary, Emerson Elementary, Henderson Elementary, Jones Elementary, Lockhart Elementary, Love Elementary, Roosevelt Elementary, Rucker Elementary, Shearn Elementary, Wainwright Elementary, Wesley Elementary

Overview: The district collaborated with local university personnel to identify plan a "Benchmark Schools Project " and schools were selected by application for a comprehensive professional development training program to provide a balanced approach to reading. Training was in a Balanced Approach to Reading, Phonological Awareness, Alphabetic and Orthographic Awareness, Print Awareness, Reading Practice and Reading Comprehension, integrated curriculum, and developmentally appropriate practices. Stanford Achievement Test, STAR Reading Assessment, and Texas Reading Inventory are the measurements being used to test outcomes. A preservice component briefed university students on staff development opportunities and scheduled them as well for work in the benchmark schools with mentors. The district reports that "many teachers have inadequate resources to supplement classroom instruction with developmentally appropriate materials to support the implementation of the Balanced Approach to Reading" and suggests "mini-grants to support innovative classroom activities."

Results: Planning finalized a five-year plan and staff development program. "Teachers collaborated with university experts to develop 5 days of training. Every K through 3rd grade teacher in each benchmark school received this training and guidance in the implementation of the framework." The district recommends that "quality implementation of each Project component is essential. Teachers should be given the highest quality training available based on developmentally appropriate practices."

HUNTINGTON ISD
Huntington ISD is a few miles southeast of Lufkin.

Amount: $133,985

Participants: This grant served 2 campuses with 688 K through 4th grade children, 47 staff and 2 administrators.

Project 03-36: Huntington Elementary, Huntington Intermediate

Overview: Training included Reading Recovery Strategies, Vertical Planning, Portfolio Assessment, Integrated Instruction, and technology training which was made available to parents. Huntington was able to enlist a number of experts to serve on the panel which produced a five-year plan for improving reading. Collaborations were set up with Stephen F. Austin State University and with Region VII ESC. "It has been extremely productive for our district to work primarily with one reading consultant--a university elementary education reading professor--for the entire school year." Staff development conducted by that person was followed by individual conferences with teachers in their classrooms.

Results: The teachers were trained and returned to the classroom and began implementing new strategies. The depth of the impact of the training was exhibited by the restructuring of many classrooms and adoption of new methods of instruction. "Significant gains were noted on post-test scores of students. All grade levels demonstrated increases in total grade equivalent...by an average of 7.8 months. Kindergarten students increased by 38.2 on the pre-reading composite NCE score."

IRVING ISD

Irving is between Dallas and Ft. Worth.

Amount: $148,050

Participants: Eighteen campuses (10 are Special Needs campuses) with 12,052 PK through 4th grade students, 620 staff, 54 administrators, 7 private school staff and 9 student teachers.

Project 03-37: Barton Elementary, Brandenburg Elementary, Britain Elementary, Brown Elementary, Davis Elementary, Elliott Elementary, Farine Elementary, Gilbert Building, Good Elementary, Hanes Elementary, J. Haley Elementary, Johnston Elementary, Keyes Elementary, Lee Elementary, Lively Elementary, Schulze Elementary, T. Haley Elementary, Townley Elementary

Overview: Training was in Authentic Assessment, Emergent Literacy, Oral Language Development, Print Rich Environments, Guided Reading, Shared Reading and Writing, Reading/Writing Connection, Balanced Literacy, Running Records, Phonics, and Reading in Content Areas. Sessions were attended by 50 to 150 participants. Training was extensively followed up in classrooms by Language Arts Coordinators and campus administrators who evaluated trained teachers and scored them on implementation of new strategies. A preservice goal was to increase personal knowledge of literacy development for preservice teachers from Texas Woman's University, Texas Christian University, University of Dallas, and UT. Weekly parent "take home" books were a part of the Family Literacy Connection. Some schools offered Family Literacy, or Library Nights, or on-campus Parent Centers providing work space and ESL opportunities.

Results: At the beginning of the year 33% of teachers were involved. By the end of the year, 83% were using the new strategies. TAAS scores have steadily risen, and most dramatically between '96 and '97: from 72 to 79 in 3rd grade, and from 72 to 80 in 4th grade for all tests. In reading scores rose from 83 to 86 in 3rd grade, 81 to 86 in 4th grade. When the Project began, Irving had 3 "Recognized" schools; when the Project completed the district had 9 "Recognized" and 1 "Exemplary" school. 5 grade level specific documents were developed with a revised scope and sequence to be used as a road map for instruction and 38 titles of language arts software were purchased by the Software Review Committee. Another result is "increased parental involvement through the implementation of the Family Literacy Project, and the extension of the facilitator's role at community events."

JACKSONVILLE ISD

Jacksonville is 25 miles south of Tyler in east Texas.

Amount: $90,879

Participants: Two Special Needs campuses with 110 1st through 3rd graders and 4 staff.

Project 03-38: East Side Elementary, Wright Elementary

Overview: Four teachers were trained in Reading Recovery, in methods of evaluation to identify students, and in effective use of the Reading Recovery strategies. Coursework involved 100 hours for 6 hours of graduate credit in reading from Stephen F. Austin State University. The district employed another Reading Recovery teacher for a total of 5 in the district. 4 of them taught in the Summer Reading Camp which had the effect of accelerating the summer school students. Planning and classroom teacher training by the Reading Recovery teachers is ongoing. Jacksonville observes that "while in a university teacher education program, most teachers do not receive the necessary training that gives them the skills to take a class of elementary students, evaluate their reading levels/skills and then know what to do to provide quality reading instruction. Teachers should be able to evaluate and prescribe on a daily basis as they work with the students in their classroom."

Results: All students in Reading Recovery were promoted and are "functioning satisfactorily in their classrooms in both reading and writing." 2nd and 3rd grader participants in literacy groups showed improvement on their report cards. 83% of 3rd graders met minimum expectations in reading on TAAS, compared to 77% in 1996. Another outcome was increased "community confidence in quality services provided by the schools."

JUDSON ISD

Judson ISD is in a rural/semi-urban part of San Antonio.

Amount Grant 1: $127,328

Participants: The grant serves Elolf, Spring Meadows, and Woodlake Elementary Schools with 607 PK through 1st graders, 28 staff , 12 administrators, 2 private school staff, and 16 others, mostly local day care/Even Start staff.

Project 03-39: Elolf Elementary, Spring Meadows Elementary, Woodlake Elementary

Amount Grant 2: $138,404

Participants: This grant serves Coronado Village, Crestview, and Olympia Elementary Schools with 498 K and 1st graders, 27 staff, 12 administrators, 2 private school teachers, and 16 others, mostly Even Start staff.

Project 03-40: Coronado Village Elementary, Crestview Elementary, Olympia Elementary

Overview: Two separate grants in Judson ISD funded training and development programs for a total of six elementary schools. Training was in early literacy and developmentally appropriate practices, and interactive writing with emphasis on phonological/phonemic awareness and alphabetic knowledge, and included special sessions for administrators. An active Local Improvement Panel completed the objectives of planning and implementing the plan, and has enhanced collaboration among campuses. Because Judson has been awarded 3 grants (one a Cycle 2 grant which started earlier in the year) and has run a similar program in each of three groups of campuses, they have developed a district 'vision' regarding literacy learning. The district's planning for these two grants reflected lessons learned from the Cycle 2 program, and planning was therefore a matter of "refining and reflecting upon progress." Effective collaboration has continued with University of the Incarnate Word, Texas Tech, Title I, Even Start, Special Education, and with New Braunfels ISD for Reading Recovery and early literacy training. Classroom teachers use running records as one method of providing ongoing assessment of students' needs; and the importance of providing text at a child's instructional level has been reinforced.

Results: 65% of students attending extended day programs exited at grade level, while a sampling of students who would have qualified but did not participate in the programs revealed only that only 25% were on grade level at year's end. First grade retention's and referrals to special programs decreased as well. Awareness of balanced literacy for intermediate grade teachers not involved in grant activities has increased, and there have been requests for a balanced literacy course of training in the district for those teachers. Professional development outcomes have favorably impacted student achievement, and a leadership group of teachers has emerged with presentations at a summer professional development institute and formation of a Teachers As Readers group. In a preservice component, Judson has trained 2 additional Reading Recovery teachers. "Reading Recovery has had a profound influence on classroom instruction." Testing undertaken by the program shows considerable improvement during the year in all participating kindergarten and 1st grade classes in letter identification, word tests, concepts about print, writing vocabulary, and dictation.

KERMIT ISD

Kermit is west of Midland/Odessa.

Amount: $124,450

Participants: This consortium grant served Culberson CISD as well as Kermit, 3 Special Needs campuses in all, with 1006 PK through 4th grade students, 45 staff and 3 administrators.

Project 03-41: Culberson County-Allamoore ISD--Eagle Elementary, Kermit ISD--East Primary, Kermit ISD--Purple Sage

Overview: Training was in SRA, Saxon Phonics, and Reading Renaissance. In collaboration with Region XVIII ESC staff were trained in early reading strategies and in working with parents. Follow-up and reinforcement training for staff members who demonstrated deficiencies were implemented as well. A part-time Reading Coordinator was hired to assess student progress and to "coordinate campus curriculum with district goals." Most productive has been "the Parent Resource Center and the community involvement with our reading programs." A new objective is to increase parent training in the new programs. "Having more parental involvement has been the key," and opening the Parent Resource Centers on each elementary campus has increased parent/teacher interaction.

Results: All staff members at participating schools were trained. Teachers are enthusiastic about the training. TAAS scores have risen: 4th grade reading scores went from 64% meeting minimum expectations in '96, to 77 % in '97. Metropolitan Achievement Test scores and the Otis Lennon School Abilities Test showed significant improvement. Parent attendance at school events "grew tremendously over the school year."

LA JOYA ISD

La Joya is on the Rio Grande, west of McAllen.

Amount: $150,000

Participants: One Special Needs campus with 1006 PK through 4th grade students, 52 staff, and 6 administrators. 6 Private school staff also participated.

Project 03-42: E.B. Reyna Elementary

Overview: The grant funds activities that complement another district grant awarded in Cycle 1. The primary aim was to introduce innovative teaching and learning techniques and materials into classrooms. A second aim has been to develop an instructional program that has "continuity" and "builds capacity." Training was offered in Motivational Reading, Reading Assessment, Incorporating Reading into all Subject Areas, ACTV Reading Activities, a Book-It program, Reading Styles, Accelerated Reader, Books and Beyond, and technology. A Parent Library Reading Committee formed to select books for a parent library as part of the school resource center. Collaboration was with Region I ESC, and with Pizza Hut and Whataburger for the Book it program which "far exceeded our goals." Most productive were using research to help make decisions, and "team discussions that involved all staff sharing their opinions and plans for change."

Results: Test scores increased, and parents developed greater interest in becoming "more proficient in reading" and in having "access to adult books, reading related workshops, and technology." 81% of staff participated in training. La Joya recommends involving all staff in data-driven, site-based decision making and working with parents and community in recognition of their role as Project partners, setting high expectations and standards, and having staff not only totally committed to the program but also looking positively on the challenges.

LLANO ISD

Llano is 75 miles northwest of Austin.

Amount: $121,303

Participants: Seven widely spread campus (2 are Special Needs Campuses) in the Burnet, Elgin, Giddings, Liberty Hill and Llano ISDs. Giddings is 50 miles due east of Austin and the others are within a broad arc from Llano to Giddings around Austin. The program impacts 3,080 PK through 4th grade children, 225 staff and 17 administrators.

Project 03-43: Burnet CISD--Bertram Elementary, Burnet CISD--Burnet Elementary, Burnet CISD--Shady Grove Elementary, Elgin ISD--Elgin Elementary, Elgin ISD--Elgin Primary, Giddings ISD--Giddings Elementary, Liberty Hill ISD--Liberty Hill Elementary, Llano ISD--Llano Elementary

Overview: Training was offered in Early Childhood, PLORE Aligned with TAAS, How To Read With Your Child, The Early Literacy Inservice Course, Reading Recovery (for 2 teachers), and Accelerating Literacy (which included 15 paraprofessional participants).

Results: Particularly useful was interaction and communication among the districts and teachers. "The positive impact of Reading Recovery on the individual's literacy is immense in almost all cases" and "the success of this program is evidenced by seeing classroom teachers observing the Reading Recovery teacher and asking for the training." Accelerating Literacy has provided a tool whereby all students are assessed to determine reading levels.

LOCKHART ISD

Lockhart is south of Austin.

Amount: $150,000

Participants: One Special Needs campus with 80 3rd and 4th graders, 37 teachers and 2 administrators.

Project 03-44: Lockhart Intermediate

Overview: The school improvement objective was to provide specialized help for 3rd and 4th graders who were reading below grade level. Professional Development goals were to incorporate effective practices into the existing reading program: reading aloud, shared reading, guided reading, re-reading, silent sustained reading, phonics, choral reading, readers' theater, taped books. Teacher training included recent reading research, reading for comprehension, 4-MAT learning styles training, Word Boxes, Reading Recovery strategies, balanced literacy program, planning interdisciplinary units, phonics, SPARK, Accelerating Reading and Writing, Success for At-Risk Learners, Pieces of the Puzzle, Power of Two Workshop, and more. The district had a literature based program that teachers implemented each in his/her own way. Now, built into the existing literature base, is a structured curriculum. Phonics instruction spread and was adopted by the district for district-wide implementation.

Results: 3rd and 4th graders' TAAS scores were up, 3rd and 4th graders' TLI scores were up, and 4th graders who received additional instructional support from reading specialists had scores that were up 8 points. Time in reading more than doubled for the targeted students They are the SPARKS students, and they became leaders and joiners in classroom discussions. SPARKS teachers have worked productively with 16 fellow teachers to affect learning not only of their own 80 students but also with the 352 students in the 16 classes. "We found it to be a win-win Project, one which we think it would be very difficult to live without!"

LONGVIEW ISD

Longview is east of Dallas near the Louisiana border.

Amount: $82,950

Participants: Eleven campuses (8 are Special Needs campuses) with 3,792 PK through 4th grade students, 185 staff, 12 administrators and 20 private school staff.

Project 03-45: Bramlette Elementary, Everhart Primary, Foster Primary, Hudson Elementary, Johnston Elementary, McClure Elementary, McQueen Primary, Pinewood Park Elementary, South Ward Elementary, Valley View Elementary, Ware Elementary

Overview: Training was in networking Accelerated Reader/STAR testing programs, Reading Recovery, parent training, and the kinds of staff development they needed, what materials they needed; and in some cases they even piloted programs. The Project completed with many practices becoming ongoing. Staff development was designed to target the use of Reading Recovery strategies in primary classrooms and to expand the Accelerated Reader and Reading Renaissance programs and parent involvement.

Results: TAAS scores in reading were up 6 and 8 points in 3rd and 4th grades, respectively. "This improved performance is at least partially attributable to staff development from Goals 2000 and from other sources." The site-based committees submitted campus improvement plans, and the district plan became more unified. The degree of change in how reading is taught has been greater than anticipated. A strong point of the program was that "teachers found the fact that they had input into deciding which programs were working and in selecting materials they could actually use in their classrooms very motivating."

LUBBOCK ISD

Lubbock is in northwest Texas at the base of the panhandle.

Amount: $149,285

Participants: Eight campuses, including 5 Special Needs campuses, and 2 private schools, with 1,211 K through 2nd graders, 84 staff, 12 private school staff, 12 administrators and 139 others, mainly parents and university students.

Project 03-46: Brown Elementary, Hunt Elementary, Parkway Elementary, Ramirez Elementary, Wheatley Elementary, Williams Elementary

Overview: Planning was aimed at revising existing plans to emphasize literacy. Staff development was intended to enhance reading improvement at the campuses and stronger partnerships with parents. As many as 85 participants attended training sessions offered in observation, interactive writing, book leveling, guided reading, early literacy for teaching assistants, shared reading, family literacy, Reading Recovery, and guided reading. Teachers also attended a reading conference. Participants came from as far east as Dallas, and as far west as Clovis, NM. Planning was given a boost by trips the panel made "to analyze 'cutting edge' programs. A preservice component offered staff development to preservice teachers, only a few of whom accepted the offer. Those who did were hired by the district to teach along side the master teachers.

Results: Data suggest a positive impact between Fall '96 and Spring '97 with more kindergarten and first grade students testing into the higher reading levels. Another outcome was greater awareness of the importance of having an on-campus literacy specialist to work with children and with peers. Most productive was that the grant Project built upon a Project begun in the 1995-96 school year and capitalized on the expertise of 15 strong early literacy teachers. They continued training but also shared their expertise.

MARFA ISD

Marfa is in the Big Bend area.

Amount: $75,308

Participants: Marfa ISD joined together with Presidio ISD, Terlingua CSD and San Vicente ISDs in this grant--5 campuses (4 of which are Special Needs campuses) of 701 P-K through 4th graders and 47 staff. 10 Sul Ross State University students participated.

Project 03-47: Marfa ISD--Marfa Elementary, Marfa ISD--Redford Elementary, Presidio ISD--Candelaria Elementary, Presidio ISD--Presido Elementary, San Vicente ISD--San Vicente Elementary, Terlingua ISD--Terlingua Elementary

Overview: The 4 districts joined together with Sul Ross State University to plan for vertical alignment and for training and appropriate reading objectives. "Teachers who were on the committee had a much better idea of how to establish goals and objectives and were able to share their knowledge with the campus/district planning committees." Training objectives were to provide PK teachers, principals and a university professor with High/Scope training (and to train at least one trainer of trainers for each district in High Scope), to train 1st and 4th grade teachers with National Reading Styles and Wright Group training, and to provide quality reading materials to the end that all students are reading at grade level. Planning kept pace with changes that needed to be made, and Structure of the Intellect training was substituted for Wright Group when scheduling conflicts occurred. Training in planning was held for the planning committee as well. Accelerated Reader is scheduled for the continuation year.

Results: Walk-trough observation reveals that reading strategies are being incorporated, and $4,000 worth of library books for use in P-K through 4th grade were ordered by each district. Marfa reports and increase of 13% in reading grades for 3rd and 4th grade students. San Vicente students showed progress in reading and skill levels as measured by the Birgancein 3rd grade and by Texas Reading Inventories for K, 1st, and 2nd grades. Presidio reported that forty-one 1st graders raised their reading level by 5 months, from Feb. to May, and thirty-nine 2nd graders raised their levels one or more years in the same period. "Even in the short time NRSI training was in place scores were increasing." Four weeks of High Scope (attended by two people from each district and from the university) and the SOI training were done during the summer. "Great results are expected in the 1997-1998 school year."

MCKINNEY ISD

McKinney is north of Dallas.

Amount: $101,663

Participants: Eight campuses (3 are Special Needs campuses) with 3,112 PK through 4th grade students. Thirty-three staff participated.

Project 03-48: Caldwell Elementary, Finch Elementary, Webb Elementary

Overview: The district aimed to "develop the capacity for Reading Recovery with bilingual students." Two bilingual Reading Recovery teachers were trained to implement the program at the bilingual campus for primary grades. A second objective was "to provide intensive training in current research and instructional best practices" to all PK through 4th grade teachers. Training was in Balanced Reading/Writing, Guided Reading, Paideia, Spelling Strategies, Portfolios, and more. More than 30 staff were present at nearly every session. The four Title I campus principals were key to providing support and encouragement to participants as they began to apply for the 96-97 year of training. "The principals acted as the primary screening committee to guarantee commitment on the part of the participants."

Results: TAAS scores rose as much as 15 points from '96 to '97. "Participants were amazed at the level of growth evidenced by their students." The collaborative relationships were effective. Anticipated refinements will be "cognitive coaching" implemented by new mentors who replace the Reading Recovery Teacher/Leader.

MENARD ISD

Menard is south of Abilene.

Amount: $149,518

Participants: One Special Needs campus, 176 K through 4th grade children, 20 staff and 2 administrators.

Project 03-49: Menard Elementary
Overview: Training was provided in Creative Education Institute, KAMICO, PLATO, Higher Thinking Skills, STARS, Reading Renaissance, IRI, phonics, critical thinking, technology and more. Student assessments and alignment with suitable programming were the focus and most productive aspect. To have the technology available with effective programs, proper training, and "multiple ways to meet individual student's needs" made the Project successful. Challenging has been "the collection of information" and "the time involved in planning and implementing." Forms have been developed and key persons appointed to keep up with the documentation.

Results: ITBS pre-tests and post-tests show that K, 1, and 2 are on or above grade level (K=K.9, 1st=2.1, 2nd =3.1). TLI grade level mastery was 89% for grade 3 and 72% for grade 4. The Project has broadened the vision and Menard sees the need to add PK, to move program labs to the classrooms to lessen transition time, and to hire additional certified staff to lower the teacher /student ratio.

MILLSAP ISD
Millsap is in Parker County, just west of Ft. Worth.
Amount: $149,930

Participants: Five campuses in five rural school districts with 999 PK through 4th grade students, 50 staff and 5 administrators.
Project 03-50: Brock ISD--Brock Elementary, Garner ISD--Garner Elementary, Millsap ISD--Millsap Elementary, Peaster ISD--Peaster Elementary, Poolville ISD--Poolville School

Overview: Training included the Texas Reading Inventory and Running Record, Assessment Strategies, Early Prevention of School Failure, Curriculum Alignment, TAAS, TEKS, and SCANS. From 5 to 30 participants attended the sessions. The school improvement plan called for an aide in each district to assist the teachers in assessing students for prescriptive planning of instruction and assignment of leveled reading materials and to implement that instruction for students needing additional time one-on-one or in small groups.

Results: TAAS reading scores for 3rd and 4th grades averaged (for all 5 districts) 84% and 85.8%. The cooperative interaction among school districts that previously had very little contact is creating an equity of instruction in the county and a cooperative unified plan. Collaborative relationships were particularly useful in the sharing of expensive-to-implement programming. The most productive features of the Project have been "the ones that assure that collaboration must take place. The grant was a starting point for principals, superintendents, teachers, aides, and parents from the schools communicate and collaborate. "Great networks were formed and more was shared about our schools than just the reading programs."

MISSION CISD

Mission is west of McAllen on the Rio Grande.

Amount: $113,946

Participants: The grant serves one Special Needs campus, 490 PK through 4th grade students, 27 staff, and 2 administrators.

Project 03-51: Alton Elementary

Overview: Training was in Michael Eaton Reading/Writing, IBM Writing to Read, Empowered Teaching, Creating World Class Readers, Desarollo Humano Training, and SRA Mastery Reading Training. A preservice component implemented Reading Recovery teacher training for 3 teachers through the University of Texas-Pan American, and sent 4 teachers to the Literacy Conference for Reading Recovery. A recommendation is to inservice regular classroom teachers in the implementation of Reading Recovery strategies they could effectively use in their classroom.

Results: Reading Recovery helped first graders. Second through fourth graders were impacted favorably by the implementation of the SRA Reading Mastery program. Planning and parental involvement activities are ongoing. Most productive has been "the communication and implementation of research."

MOODY ISD

Project 03-52: Moody Elementary, Moody Prekindergarten

[District has not responded.]

NORTH LAMAR ISD

North Lamar ISD is in Paris, Texas between Denison/Sherman and Texarkana.

Amount: $150,000

Participants: The grant serves four campuses in North Lamar and Chisum ISDs (2 are Special Needs campuses) with 1518 PK through 4th grade students, 101 staff, 8 administrators, 28 parents, and 16 preservice students.

Project 03-53: Chisum ISD--Chisum Elementary, North Lamar ISD--Everett Elementary, North Lamar ISD--Higgins Elementary, North Lamar ISD--Parker Elementary

Overview: A key planning goal has been to ensure that students have the necessary opportunities to become successful readers by fourth grade. Training was done largely by staff with three presentations by outside consultants. Subjects included spelling, RIMS technology, writing, Reading Recovery, Classrooms/Schools that Work, Guided Reading, Running Record, STAR accelerated reading, Literacy Training at Home, Internet, hyperstudio, Wiggle Works, and more. Preservice involved mentor teacher/intern arrangements. Local improvement goals were Reading Recovery training, parent workshops and training of administrators. Administrators participated in their own study group, but also in the teachers' study groups, and "focused their budgets and staff development on literacy needs." Leadership skills of teachers surfaced and interest in literacy strategies expanded.

Results: "The effect on TAAS scores is not yet as dramatic as desired. Slight gains were shown for North Lamar with bigger results at Chisum:" At Chisum, 3rd grade scores were up 9 points, 4th grade, up 7 points. At North Lamar 3rd grade held at 84 points and 4th increased 1 point. Chisum used the Degree of Reading Power (DRP) as well, to establish a baseline. Participation of parents, community members, and organizations (Texas A & M University, Region VIII Education Service Center, as well as businesses) provided awareness of the need and accomplishments of public schools. "The most productive activity initiated by the grant was the teacher and administrator study groups. Groups met throughout the school year engaging in study, discussion, and reflection about effective teaching practices. As a result of this study and some of the staff development offered through the grant, teachers in first and second grades implemented leveled books and individualized instruction in classrooms. Teaching practices in all grade levels (PK-4) changed."

NORTHWEST ISD

Northwest ISD is in Justin, TX which is 25 miles due north of Ft. Worth.

Amount: $111,050

Participants: The grant served three campuses (1 a Special Needs campus) with 1,159 PK through 4th grade children, 63 staff and 3 administrators.

Project 03-54: Justin Elementary, Roanoke Elementary, Seven Hills Elementary

Overview: Training was in alphabetic phonics, dyslexia intervention, scientific spelling, reading readiness, Saxon Phonics, collaborative communication, reading strategies, reading accommodations, and Best Teaching Practices in Reading. Professional development in phonics supported by available materials went right into classroom practice. Local Improvement goals were to establish reading programs after school and during the summer for students in need of intensive reading instruction; to ensure enrollment by providing transportation; and to establish parent programs. The HOSTS program was established at Seven Hills Elementary.

Results: TAAS scores in grade 3 were 81.8% passing in '96, and 84.1% passing in '97. The entire district took such interest in the Reading Improvement Planning that "the planning panel was expanded to include all campuses, and additional meetings were held." The community responded with the statement that it was the first time they felt they had any real input into the educational process. The planning aspect was seen to be among the most productive aspects of the grant Project. The HOSTS program drew community involvement and was successful; there was a tremendous increase in enrollment in the summer reading program. Northwest continues to address the need to increase parent involvement and will engage the help of parent liaisons. Most productive were the Reading Improvement Planning Team, the after school and summer reading programs, and HOSTS.

PHARR-SAN JUAN-ALAMO ISD

Pharr, San Juan, and Alamo are 3 communities in one ISD just east of McAllen.

Amount: $150,000

Participants: Four Special Needs campuses with 1,727 K through 4th grade students, 73 staff and 8 administrators.

Project 03-55: Farias Elementary, Napper Elementary, Sorenson Elementary, Treviño Elementary

Overview: Training was in Reading Styles and in technology (general computer literacy, Early Language Communications, Kid Works, and Writing Center). The goal of planning was "to implement a challenging technology curriculum." Among the local improvement goals were: implementing the Reading Styles training, establishing Sustained Silent Reading, increasing the number of computers in classrooms, and creating an Instructional Technology Specialist position. A collaborative partnership with South Texas Center for Professional Development and Technology has provided two of the schools with resources which would not otherwise have been available. University professors have provided training and technical assistance as well.

Results: TAAS scores in reading for the four participating campuses improved from 1996 to 1997 in 3rd and 4th grades. Most productive has been "the collaborative nature of the Project, enabling the four campuses to share ideas and resources in enhancing and improving the teaching of reading."

POINT ISABEL ISD
Point Isabel is at the southern tip of South Padre Island.

Amount: $150,000

Participants: Two Special Needs campuses with 993 PK through 4th grade students, 50 staff, and 4 administrators.

Project 03-56: Derry Elementary, Garriga Elementary

Overview:. Local Improvement goals were to implement effective reading strategies and survey student interests. The staff development plan evolved with the program, and staff were offered workshops on TAAS analysis, technology integration with reading instruction, and the Scholastic Reading Series. Training was also offered in Reading and Learning Styles, Effective Reading Methods, Hands on Materials for Teaching Reading Skills, Designing Effective Reading Environments, Emergent Literacy Strategies, and Reading Recovery Training. Community/business representatives, school personnel, and two people from Curriculum and Instruction made up the planning committee.
Results: The Texas Association of School Administrators provided training for this committee in the Cambridge Group method and gave practical guidance for developing and implementing a strategic plan for the district. The training was catalytic for starting a sustained program. The campuses have emphasized reading in other curricular areas.

PREMONT ISD
Premont is on US highway 281 about 80 miles north of McAllen.

Amount: $135,000

Participants: 5 Special Needs campuses in five different ISDs with 1,294 PK through 3rd grade students, 76 staff, 7 administrators, and 4 Texas A & M University-Kingsville faculty.
Project 03-57: Agua Dulce ISD--Agua Dulce Elementary, Brooks ISD--Lasater Elementary, La Gloria ISD--La Gloria Elementary, Orange Grove--Orange Grove Primary, Premont ISD--Premont Central Elementary

Overview: All teachers trained in Texas Early Literacy Learning and 15 attended a Literacy Conference. The training was implemented in the five school districts, and each school district has a minimum of 90 minutes for the language arts curriculum. All five districts are using Accelerated Reader and portfolio assessment in reading and writing. Teachers are using teacher portfolios. All teachers are using developmentally appropriate practices.

Results: TAAS scores in reading improved. The number of 3rd graders represented is 237. Gains of an average of 2.8 grade levels in K through 3rd grade were shown by Gates-McGinitie scores.

QUINLAN ISD

Quinlan is in Hunt Co., less than 50 miles directly east of Dallas.

Amount: $146,671

Participants: This grant served 10 campus (4 are Special Needs campuses) in 8 rural school districts of Hunt Co., impacting 2,471 K through 4th grade students, 141 staff, 12 administrators, and 459 parents.

Project 03-57: Bland ISD--Bland Elementary, Boles ISD--Boles Elemetnary, Caddo Mills ISD--Caddo Mills Elementary, Campbell ISD--Campbell Elementary, Celeste ISD--Celeste Elementary, Lone Oak ISD--Lone Oak Elementary, Quinlan ISD--Butler Intermediate, Quinlan ISD--Cannon Elementary, Quinlan ISD--Quinlan Kindergarten, Wolfe City ISD--Wolfe City Elementary

Overview: Local improvement goals were individualized and differed from district to district. In Wolfe City the students participated in the planning. In Celeste a minigrant was used to implement innovative programs which otherwise would not have been funded. Reading Recovery strategies would not have been possible to implement without funds for new books. In Bland every elementary teacher attended monthly reading workshops on Reading Recovery strategies, Reading Renaissance, Accelerated Reading, and Phonemic Awareness. Parents became involved. Three are full-time volunteers in the Accelerated Reader program; 2 parents attended Reading Recovery strategies workshops; 15 parents on 30 occasions visited classrooms to read to students and discuss stories with them afterwards. In Caddo Mills, planning was an ongoing process to ensure that training was being implemented and that strategies that weren't working were replaced. People in the community got involved in the reading Projects at school, and made donations of reading materials. Boles is a Special Needs campus. Its Teachers trained in Reading Recovery and Reading Renaissance and had the materials available to implement their training. Lone Oak implemented the Accelerated Reader program in grades 1 through 4, with the result of 100% mastery on TAAS reading in 3rd and 4th grades. At Campbell planning was done with input from a broad base, everyone participating. Quinlan ISD had 3 of the Special Needs campuses in the grant Project: a kindergarten, Cannon Elementary, and Butler Elementary. The highlight on the Kindergarten campus was the planning process, which produced a unified campus plan. On the Cannon campus, 30 teachers with minigrants worked together to get materials into classrooms for reading instruction and to set up learning centers. Training prompted teacher interaction. Most productive was the identifying of at-risk students, and being able to focus on this group when ordering materials. Butler did Reading Recovery, and it was "an excellent program."

Results: From 35 to 75 participants attended training in Reading Renaissance, Reading Recovery, and Reading Hands On training for parents. Other training sessions were attended by 1 to 26 participants. Six campuses were rated "Recognized," two "Acceptable," and one "Exemplary."

RICHARDSON ISD

Richardson is a north Dallas suburb.

Amount: $147,983

Participants: This grant served 8 campuses (4 of which are Special Needs campuses) with 1,316 1st through 3rd grade students, 68 staff, an administrator, and 4 private school staff.

Project 03-59: Dobie Primary, Dover Elementary, Northwood Hills Elementary, Spring Valley Elementary

Overview: Four teachers were trained in Reading Process, Cue Sources, Understanding Readers, Selection of Students, Assessment Training to Identify Students, Literate Environment Components of a Balanced Reading Program, Guided Reading, Working with Parents and Book Introductions. Texas Woman's University Graduate courses were part of the training in the preservice component for 22 teachers. The parent component of Project implementation is scheduled for year 2 of the grant. The plan called for pairing Title I schools with "Exemplary" schools for collaboration. "In the beginning each school had their own school in mind with its needs and wants, but as time progressed they began to see the needs of the program. The two paired principals shared the responsibility."

Results: Four teacher assistants were hired and trained to identify at-risk students in grades 1-3 and to provide for them with daily instruction using a balanced literacy model to develop reading skills. Primary grade teaching staff participated in training sessions and workshops. Evaluation of students found progress at all K-4 levels.

ROBINSON ISD

Robinson is in south central suburban Waco.

Amount: $150,000

Participants: Two campuses (1 a Special Needs campus) with 875 children, 74 staff, and 8 administrators. 17 parents participated, and 33 Baylor University student teachers and alternative certification interns from Region 12 ESC.

Project 03-60: LaVega ISD--LaVega Primary, Robinson ISD--Robinson Primary

Overview: Program objectives were to plan, to train teachers, to implement training, to gather the equipment and materials needed to increase student achievement goals, and to establish greater rapport with Region XII ESC and Baylor University for better trained interns and student teachers. Training was in technology, Wiggle Works Beginning Literacy program, Accelerated Reader, and Marie Carbo Reading Styles. The improved plan led to extended planning and campus reorganization.

Results: Test scores improved. Parent interest in parent education programs has increased as has their participation in campus activities. "The most productive features that both campuses have benefited from would be the campus planning and reorganization. The future planning and long term effects have resulted in TEAM building on both campuses. The teaming development has caused teachers and other staff to have the goal of students reading on grade level as top priority and we are seeing those results through comparing test scores." Collaborative relationships were effective in joint training of multi-district total staffs, Baylor University student teachers, and the Region XII ESC Alternative Certification interns.

ROBY CISD

Roby is about 50 miles northwest of Abilene.

Amount: $49,998

Participants: One Special Needs campus, 102 children, 1st through 4th grades, 21 staff and 1 administrator. One parent participated.

Project 03-61: Roby Elementary

Overview: The goal was to identify the lowest performing 1st graders and to accelerate their reading achievement, and to this end to train one Reading Recovery teacher (which they did in collaboration with Region XIV ESC) who in turn assisted the classroom teacher. Planning and procurement of materials for implementation, of course, were included, as were literacy groups for 2nd through 4th grades. As planning progressed the program was adapted to address the needs of students with dyslexic tendencies by adding a class of identified 3rd and 4th graders using the Alphabetic Phonics Dyslexia Training Program. The Reading Specialist worked with these children. First grade teachers attended the Reading Recovery Conference with the Reading Recovery teacher, and there was broad implementation of the strategies as parents took interest and 1st grade teachers worked with 2nd grade teachers to help students reach full potential.

Results: All but two 3rd and 4th graders in the literacy groups passed the TAAS objectives; the children in Reading Recovery became independent of reading assistance, and the program gained the support of parents. Most productive has been the implementation of Reading Recovery and the attendant student assessment as a routine. "Reading Recovery exceeds our expectations. The faculty saw tremendous student growth." Another feature of this Project which has been very productive has been the cooperative efforts of the Roby faculty to collaborate with other grade levels and with the Reading specialist to make the implementation of the initiative a success. Without the collaboration of the elementary teachers, planning panel, and administrators the Project would have been impossible to implement. Therefore, one suggestion is that educators have designated time set aside periodically for multi-grade meetings.

ROUND ROCK ISD

The Round Rock grant is a shared services arrangement with Manor ISD; each town is 10 miles outside Austin, north and east, respectively.

Amount: $145,530

Participants: The grant served 5 campuses, 2 of which are Special Needs campuses with 2,595 PK through 4th grade students and 258 staff.

Project 03-62: Manor ISD--Bluebonnet Trail Elemementary, Round Rock ISD--Berkman Elementary, Round Rock ISD--Brushy Creek Elementary, Round Rock ISD--Puple Sage Elementary, Round Rock ISD--Voight Elementary

Overview: Training was based on the Literacy Learning Network model in which a coordinator trains teachers who become teacher leaders, who train additional teachers in the techniques of learning by observation, reflection, modeling, and change. The overall goal was to establish quality instruction and consistent implementation, and to increase teachers' capacity to meet students' individual learning needs.

Results: TAAS scores were up for 3rd and 4th graders in reading on every campus by an average of 4.8 in 3rd grade, and 6.5 in 4th. "A heightened awareness of balanced literacy instruction and reading programs is evident on campuses and in the parent community." Professional activity on the part of teachers has increased: teacher leaders provided summer staff development, modeled for peers and visitors, and participated in the development of 1st grade report cards, district standards, and district-wide reading assessments.

SAN ANTONIO ISD

Amount: $139,807

Participants: The grant served 4 campuses, Carroll, J.T. Black, Lamar, and Hillcrest Elementary Schools, with 176 1st grade students, 12 staff and 4 administrators.

Project 03-63: Carroll Elementary, Hillcrest Elementary, Lamar Elementary, Black Elementary

Overview: Planning and collaboration put the program into place. Training include Foundations in Reading Computer Assisted Instruction. Three hours were offered in collaboration with UT-San Antonio in Reading and Writing Development in Early Childhood, Teacher as Researcher, Social Issues, and Teaching of Reading. The main Local Improvement goal was to put into place the Foundations in Reading program for early childhood and elementary children, addressing phonemic awareness, literature and language experience.

Results: There were definite student gains as well as improved teacher behavior, which facilitated student performance in the classroom. We now have a baseline from which to build. ."

SAN ANTONIO ISD

Amount: $64,355

Participants: The grant serves 1 campus (Franklin Elementary) with 416 PK through 3rd graders, 45 staff, 3 administrators, and 30 parents.

Project 03-64: Franklin Elementary

Overview: The Franklin staff trained in Michael Eaton, Reading that Works, technology (as applied to teaching and literacy), and Accelerated Reader, with a collaboration with Region XX ESC for follow-up computer training. Their Local Improvement aim was to create collaborations and vertical team teaching and linking, to implement Accelerated Reader, make technology available as a learning tool, and build strong parent involvement and a strong base of community support in the mentoring program

Results: Accelerated Reader texts were purchased and distributed as the basis for reading improvement. 36 Macintosh computers were purchased and set up in classrooms. District funds were allocated for related supplies and equipment. Monthly parental involvement meetings and technology training opportunities were established. The Region XX ESC continues to provide ongoing computer training.

SAN MARCOS ISD

Amount: $125,438

Participants: A single Special Needs campus, 690 K through 4th grade children, 42 staff, 2 administrators, and 50 Southwest Texas education students.

Project 03-65: Travis Elementary

Overview: Training was in Reading Recovery (two additional Reading Recovery Teachers were trained in collaboration with Region XIII ESC), Foundations in Reading, Guided Reading, Interactive Writing, Making Words and Word Wall, Strategies with Reluctant Learners, Project Read, Accelerated Reader, Running Records, and Reading and Writing across the Curriculum. A Reading Recovery conference was part of professional development for the 3 Reading Recovery teachers. Family Literacy night was attended by as many as 40 parents. Fifty Southwest Texas students did student teaching, and/or attended one or more of 10 training sessions, still others participated in supervised field experience and assisted in organizing the Family Literacy Nights. School Improvement goals were to implement Reading Recovery more broadly in 1st grade and the Foundations in Reading computer program in the kindergarten classrooms.

Results: Four Family Literacy Nights were held. Kindergartners were assessed by Concepts in Print. The score of 12 or greater increased from 59% in 1996 to 90% in 1997. The district reading assessment was used to assess 1st and 2nd graders. The passing rate increased from 41% to 71% for 1st graders, and from 47% to 71 % for 2nd graders. TAAS scores for 3rd grade increased from 81% to 82%, and for 4th grade, from 88% to 90/%. Travis received a "Recognized" rating. "Implementation was productive because planning gave direction to the initiatives. Each objective was supported by the activities of the other objectives. Reading Recovery and Foundations in Reading were supported by staff development. Early literacy was supported by technology. Parents were made aware through literacy nights."

SAN MARCOS CISD

Amount: $148,913

Participants: A single Special Needs campus with 657 K through 4th grade children, 62 staff, 2 administrators, and 513 others, 29 of whom are Southwest Texas University education students.

Project 03-66: Crockett Elementary

Overview: Training was in Essential Learning System, TAAS Writing, Project Read, HOSTS Mentoring Program, Early Literacy/Reading Recovery Strategies, Foundations in Reading, Michael Eaton Language Arts, Strategies for Struggling Learners, Expanding Language Development through Poetry and Music, Reading at Home, and bilingual Reading Recovery for one additional teacher. A preservice component provided training for and enjoyed the services of 29 Southwest Texas University education students. Local improvement called for Foundations in Reading program implementation in K classrooms, Reading Recovery for identified 1st grade students, the HOSTS program of volunteers working one-on-one with identified students, and parent training.

Results: Collaboration with Southwest Texas "was very effective in improved planning and implementation of school improvement initiatives." Most challenging has been involving parents. "We have learned to provide parental involvement activities in various formats . . . We have also modified parental involvement activities so that . . . every activity will be for the children and parents together." Recommendations from Crockett are: to "plan professional development activities at times when you can provide release time for teachers during the school day; to support teachers with funding needed for materials to implement new strategies; and to "be sure all teachers have input when deciding on new initiatives to implement" with "a choice about their involvement."

SAN MARCOS CISD

San Marcos is 25 miles south of Austin.

Amount: $150,000

Participants: This grant served 1 Special Needs campus of 325 PK children, 30 staff, 1 administrator, and University students and staff.

Project 03-67: Bonham Early Childhood

Overview: Training included science and children's literature and language development in bilingual children as well as several parenting sessions. The director of the Children's Literature Review Center at Howard Payne University worked with Bonham on its selection of books and provided training in writing. The planning component yielded a plan for early reading instruction. One planning meeting was attended by representatives from other campuses, and a beneficial addition to the plan emerged: a summer program during which PK children were introduced to the Foundations in Reading computer based early literacy program used in district K classes. Staff development goals were not only to train teachers in current research and have them implement the methods and to increase familiarity and use of new children's literature, but also to increase knowledge of family literacy issues for Spanish dominant students. The effort in the preservice component was to set up dialogue with Southwest Texas Early Childhood Education. That collaboration has begun with the 64 volunteer reading partners and with the selection of a retired professor to lead professional development sessions. Collaborations with Head Start and Southwest Texas Child Development Center were also effective.

Results: 86% of the students mastered 80% of the campus curriculum objectives. Preservice teachers participated as one-on-one reading partners for at-risk students. The one-on-one work in an extended day program with focus on Spanish dominant children, the ongoing assessment and implementation of new strategies, and the effort to involve parents were the local improvement goals. Compared to the children participating in programs other than the grant Project, the Project students gains were greater; there was an increase in the participation by parents, particularly ESL parents, and increased collaborative interaction among the bilingual/ESL teachers.

SAN MARCOS CISD

Amount: $150,000

Participants: One Special Needs campus, with 632 K through 4th grade children, 70 staff, 2 administrators, 2 job corp teachers, 16 student teachers and other preservice teachers.

Project 03-68: Dezavala Elementary

Overview: Training was in Project Read, phonology, written expression, Foundation in Reading, Adult Literacy and Work Skills, and alphabetic phonics handwriting. As many as 200 parents attended special parent training sessions. Professional development goals were to train teachers to diagnose students' reading problems accurately, to intervene effectively, and to "maximize the level of a student's reading ability."

Results: "An almost overwhelming outcome of the implementation of the Reading Renaissance program was the students' enthusiasm for reading." There was an increase in the number of books that were checked out and in parental involvement, "both in the classrooms and at home, reading with their children." In the preservice component student teachers and other preservice teachers attended professional development activities and "were able to take on a more

professional attitude, gained from access to training not typically available as part of the college curriculum." The most productive feature of the Project has been the professional development. "The level of expertise from training sessions accelerated all of us quickly and effectively. The technology aspect of this Project has also provided efficiency for students and teachers."

SAN MARCOS CISD

Amount: $148,762

Participants: A single Special Needs campus, 667 K through 4th grade children, 76 staff, 2 administrators, and 60 preservice education students.

Project 03-69: Bowie Elementary

Overview: Training in Project Read, New Jersey Writing, and Reading Recovery was done by master teachers on campus and provided hands-on strategies for teachers and Southwest Texas preservice students. Verbalization/Visualization Comprehension Skills was a course offered to 2nd, 3rd, and 4th grade teachers. Preservice students conducted tutorial sessions with at-risk students and worked as student assistants in assigned classrooms. Two teachers attended a reading conference and a seminar on working with economically disadvantaged children. The collaboration with Southwest Texas University yielded a strong preservice component and was seen to be a productive feature of the Project, along with the hiring of a reading specialist (who worked with high risk students in small groups to improve their decoding and comprehension skills, grades 1-4). Also effective was the utilization of permanent substitutes to provide release time for classroom teachers to work with at-risk students on specific reading objectives.

Results: Third grade TAAS reading scores went from 66 % mastery in 1996 to 78% mastery in 1997; fourth grade scores went from 73% in 1996 to 81% in 1997. The improvement occurred in all subgroups. "First year implementation of the Academics 2000 grant has allowed the campus to provide a continuum of services for academically at-risk students. Individualized instruction based on identified student needs and extended time have been two very powerful components of this Project."

SOMERSET ISD

Somerset is just southwest of San Antonio.

Amount: $149,464

Participants: 1 Special Needs campus, 1016 PK through 4th grade children, 97 staff, and 5 administrators.

Project 03-70: Somerset Elementary

Overview: Training included Success For All, Higher Order Thinking Skills, Beginning Reading Institute, dyslexia intervention, and TAAS analysis. Training sessions were attended by as few as 5 or as many as 50 participants. School Improvement goals were to implement the Success For All reading program, to individualize instruction, and to increase parental involvement. The professional development goal was to sustain training in Success For All to ensure effective implementation.

Results: TAAS scores were up in 4th grade, and not in 3rd. Parental involvement increased by 18%. Planning was accomplished in 29 meetings based on "vital input" from students, teachers and parents. Collaborative relationships at the "monthly luncheon" with Johns Hopkins

University staff and "other SFA schools in the area were wonderful." The parts of this Project that have been most productive are (1) the increase in collaboration among staff members, and (2) the increased and ongoing staff development training by the Johns Hopkins trainers.

SOUTHSIDE ISD

Southside ISD is on the rural southside of San Antonio.

Amount: $100,780

Participants: 2 Special Needs campuses, 1,403 PK through 4th grade children, 80 staff, 6 administrators, and 50 parents.

Project 03-71: Losoya Intermediate, Pearce Primary

Overview: Training was in Frameworks (seven 3-hour sessions, attended by 66 teachers); Children's Literature in the Reading Program, also throughout the year; a Parent workshop, Reading with your Child, held twice per month and attended by 50 parents; Vertical Teaming; and Integrating Technology in the Reading Program. Professional development goals included training teachers to meet the diverse needs of students in the area of reading.

Results: PK and K children showed gains in pre/post test results. Grade 1 and 2 showed moderate gains in pre/post test results. TAAS percent mastery in reading for all students not in Special Ed was down 5 points in 3rd grade, but up 9% in 4th grade. Collaboration with Region XX ESC and district administrators "greatly enhanced the planning and implementation of the components in a timely and efficient manner."

STRATFORD ISD

Stratford is north of Amarillo.

Amount: $129,000

Participants: The grant serves 2 Special Needs campuses, 263 PK through 4th grade children, 25 staff, and 2 administrators.

Project 03-72: Allen Elementary, Stratford Middle

Overview: Overall goals were to ensure that all students were reading on grade level by grade 3 and to decrease the performance level differences between subgroups. Activities included implementation of research based curriculum PK through 4 with development of a checklist of skills and purchase of instructional materials. Local improvement objectives were to conduct pre- and post-tests; conduct needs assessment for professional development and select 2nd-4th graders who need extra help; and to install the Accelerated Reader program and update technology to supplement core curriculum. Despite the difficulty perceived in accessing consultants (because of the district's location), training objectives were to train all staff and work with teachers in classrooms by demonstration and monitoring. Fourteen teachers received training in a Balanced Literacy/Reading Recovery seminar by Whitson, and nine in the Texas Association for the Improvement of Reading at West Texas A & M University. 30 and 50 teachers attended one of two single Governor's Reading Initiative presentations by Soonenberg and Bergman, "Kindergarten and 1st on Track". Ten attended Texas Woman's University Reading Recovery conference.

Results: In planning consensus was easily achieved and "analysis of TAAS scores, achievement tests scores, student grades, teacher observation and parental responses indicate [that the program

had a] positive impact upon students...." The new computer software was implemented; the reading strategies learned at the Texas Association for the Improvement of Reading workshop and the "Kindergarten and 1st on Track" were implemented. The most effective aspect was the training in the Reading Recovery strategies, which were readily accepted by staff and implemented enthusiastically. What the district will do in continuation year is promote and recruit more community volunteers, and they recommend that availability of the more effective consultants leads to a more productive project ensuring a greater impact upon student achievement.

TEMPLE ISD

Temple is halfway between Waco and Austin.

Amount: $51,254

Participants: This grant was designed to serve 3 Special Needs campuses with 1,350 PK through 4th grade students, 83 staff, 3 administrators, 35 private school staff, and 15 preservice teachers.

Project 03-73: Bethune Elementary, Reagan Elementary, Wheatley Elementary

Overview: Training included many hours in Exemplary Center for Reading Instruction and Frameworks, with fewer hours each in Family Make and Take Reading Games, Working with Students from Poverty, technology, Multicultural Awareness, Multisensory Instruction, Home-school partnerships, and TAAS workshops.
Results: The planned training served Wheatley's staff. Staff participated in 8 different workshops and in-services with 11 presenters covering 48 different days. Students formerly on the verge of becoming independent readers benefited the most from the ECRI program. ECRI gave teachers a focus and structure needed for scheduling guided reading, independent reading, spelling, penmanship, and writing. Wheatley has a new administration and the program will continue into a second year with emphasis on adherence to grant objective, strengthening the collaboration with Mary Hardin Baylor in making staff development more available to preservice students, and shifting emphasis from staff development sessions to a better balance with effective implementation and improved student achievement.

TERRELL ISD

This grant serves Terrell and Kaufman ISDs which are 25 miles east-southeast of Dallas.

Amount: $144,454

Participants: 7 Special Needs campuses with 2,789 PK through 4th grade students, 316 staff, 24 administrators, 2 private school staff and 20 parents.
Project 03-74: Kaufman ISD--Kaufman Day Center, Kaufman ISD--Munday Primary, Kaufman ISD--Phillips Elementary, Terrell ISD--Burnett Elementary, Terrell ISD--College Street Learning Center, Terrell ISD--Kennedy Elementary, Terrell ISD--Langwith Elementary

Overview: Training was in disaggregating TAAS data, Frameworks, Bookmaking, and Parents Supporting Parents (for 20 parents). School improvement goals were to train teachers in Reading Recovery strategies and to improve TAAS scores. Most productive has been Framework Training for all teachers and the acquisition of classroom sets of literature to implement the program.

Results: 24 teacher leaders were trained in Frameworks early literacy skills in order to enter the continuation year training "pods" of PK through 4th grade teachers. In Terrell, percent passing TAAS reading in 3rd grade held at 88%, and in 4th grade, rose from 78% to 87%. Terrell was given "Recognized" status. Kaufman did not submit any data. "Terrell ISD and Kaufman ISD have had a fantastic relationship. The first year we tried to stay together and implement at the same time."

TEXAS CITY ISD

Texas City is on Galveston Bay near Houston.

Amount: $148,672

Participants: The grant serves 4 campuses (3 of which are Special Needs campuses) with 2,627 4th graders, 144 staff and 8 administrators. Six private school staff also participated.

Project 03-75: Heights Elementary, Kohfeldt Elementary, Northside Elementary, Roosevelt-Wilson Elementary

Overview: The main objectives were to ensure that 1st graders are reading on grade level before entering 2nd grade, to thus eliminate retention, to assist bilingual students in reading and writing, and to eliminate gaps in the curriculum. The Academics 200 grant fit well with a school improvement initiative three years underway by allowing for intense training for reading and bilingual teachers and providing a focus on 1st graders with Reading Recovery. Thirty-two teachers received training in standards revision and in Reading Recovery strategies, and 8 teachers received 48 hours of Reading Recovery Training in collaboration with the University of Houston-Clearlake. Training for bilingual teachers was in bilingual/ESL classroom strategies and Writing to Read in Spanish.

Results: 68 1st graders were served by Reading Recovery; 41 completed, with 31 reaching grade level. 35 students received small group instruction in summer school. Of the four elementary schools, three were rated "Recognized" and one, Roosevelt-Wilson, "Exemplary." TASS scores are compared to 1994 baseline scores, and 3rd grade had an increase of 10 points, 4th grade 19 points. Texas City participates in a staff development consortium involving Galveston County school districts. The assistant superintendents and directors of the 14 districts meet 6 times per year to plan staff development. College credit is available through the University of St. Thomas for weeklong workshops. They also plan a Reading Academy for teachers and administrators.

TULOSO-MIDWAY ISD

Amount: $77,618

Participants: The grant serves two campuses with 1,050 PK through 4th graders, 65 staff, and 5 administrators. 300 parents attended Family Literacy, and 8 private school staff participated in training.

Project 03-76: Robstown ISD--Lotspeich Elementary, Robstown ISD--Martin Elementary, Robstown ISD--Salazar Elementary, Robstown ISD--San Pedro Elementary, Tuloso-Midway ISD--Tuluso-Midway Intermediate, Tuloso-Midway ISD--Tuluso-Midway Primary

Overview: The plan was to address early reading development and improvement using current research and best practices, to increase the knowledge base of teachers regarding initial and early reading instruction, and a preservice component to provide ESL training to teachers in order for them to earn an ESL endorsement. The objectives toward the goals were the implementation of the Accelerated Reader program PK through 4th grade and a vertical and horizontal curriculum coordination in reading PK through third that included students in special education and ESL. The vertical teaming process reviewed and revised the scope and sequence for reading, and a plan emerged that contained "Criteria for Effective Beginning Reading" including phonemic awareness and spelling. Highlights of the program year were that the district team focused on reading and was assisted by a district vertical team of reading teachers from every grade level PK through 12. This vertical team was so effective that vertical teams for other curriculum content areas are being formed for planning. The collaborative relationship with Texas A & M-Corpus Christi was not effective because of disagreement between the university and the district regarding the focus of training and the approach to reading. The district found an excellent alternative, and—although delayed—training got underway. The most productive aspect of the program was the inclusion of campus and district administrators in all aspects of training.

Results: End-of-year reading test scores for grade 1 showed 79% passing and for grade 2, 81%. TAAS reading scores in reading showed increases in grade 3 from 72.9% in 1996 to 77% in 1997, and in grade 4 from 68.7% to 80.5%. Grade 4 writing scores rose from 64.8% in 1996 to 86.7% in 1997. 70 teachers received 4 hours of training in Word Wise phonics and Word Attack. The information and knowledge acquired impacted planning at all campus and grade levels. Teachers have implemented effective strategies and have exhibited a continuing quest for additional training. All preservice teachers who were trained passed the ESL EXCET examination and have shared effective ESL strategies with other staff, and more teachers are inquiring about ESL. A change the district would make is that some of the training would be done in a "study group" format. Recommendations are that a grant project retain flexibility to make adjustments and that care be exercised in selecting trainers and in being honest about expectations and philosophy—insisting upon receiving what the district truly needs rather than settling for what trainers have to offer.

TYLER ISD

Tyler is about 80 miles southeast of Dallas.

Amount: $149,964

Participants: 15 campuses (9 of which are Special Needs campuses) with 1,408 K through 4th grade students, 64 staff, 15 administrators. Twelve private school staff also participated in the grant.

Project 03-77: Austin Elementary, Bell Elementary, Birdwell Elementary, Bonner Elementary, Clarkston Elementary, Dixie Elementary, Douglas Elementary, Gary Elementary, Griffin Elementary, Jones Elementary, Orr Elementary, Owens Elementary, Peete Elementary, Ramey Elementary, Rice Elementary, Woods Elementary

Overview: Sixty-four teachers were trained in the components of balanced literacy, 15-16 in each of 4 waves of 35-hour training with follow-up modeling and coaching. Region VII ESC collaborated in an advisory capacity as did the University of Texas-Tyler for evaluation of the grant program and assistance with staff development at the campus and district levels.

Results: "Systemic changes have occurred across the district's elementary schools in the areas of assessment, staff development, instructional strategies, alignment of curriculum, the development of a district reading task force, and escalated interest in teaching reading." The evaluation design was completed late enough that only 3 months growth was measured, which explains the statistical insignificance at that time. "The most productive component of this initiative is the cognitive coaching model used to provide staff development. Participants were given the opportunity to learn, practice, and demonstrate for the purpose of receiving feedback and assistance from a mentor. The success of this initiative can be credited to the cognitive coaching model. This same model is being applied to other training offered in the district." The district plans to continue funding for trainers. Tyler's recommendation is to identify and involve all campus and district administrators early in the planning. Once administrators "demonstrated increased understanding through increased training, the balanced literacy model 'took off 'on their campuses."

WACO ISD

Amount: $77,684

Participants: The grant serves 3 Special Needs campuses with 1,649 PK through 4th grade children, 87 staff, and 3 administrators. 148 parents also participated.

Project 03-78: Crestview Elementary, Hines Elementary, South Waco Elementary

Overview: Goals were to improve student performance in reading as measured by TAAS for grades 3 and 4 and to establish baseline data (ITBS and District Performance Standards) for grades 1 and 2, and to outline the objectives and provide the staff training and program implementation to meet those goals. Each campus utilized Academics 2000 grant objectives and funds for teacher training and program implementation within their own campus plans—one in a multiage developmentally appropriate curriculum program and a tutorial program in TAAS objectives for staff training in reading strategies and workshops with parents, and pre-service training for local university preservice students, high school mentors and other volunteer tutors. Another implemented the grant in the integration of fine arts across all subject areas including reading and writing and in instructional support in reading involving diagnostic and prescriptive approaches, demonstration coaching and monitoring, broadened community/parental involvement, literature-rich environments, and inservice training relative to the needs of urban students. A third utilized in a computer lab setting the Josten AIMES program, Accelerated Reader/Reading Renaissance, Saturday tutorials for students, and staff training. Total training for all three campus programs was extensive with 12 to 60 participants per session Unexpected outcomes of program implementation were increased awareness and training in the early literacy process, increased awareness of implementing a balanced reading process, and improved parental involvement in personal reading growth as well as support for student literacy.

Results: Each of the individual programs of interconnected activities completed From each campus an executive summary includes the Academics 2000 goals and activities knitted into the fabric of campus improvement initiatives with needs assessment, test data, and goals. Complete data have been included in the grant evaluation report. Complete analysis of teacher evaluation of training is included. Averaging the three campuses' TAAS scores for percent passing reading, 3rd grade went from 53.9 in 1996 to 63 in 1997, and 4th from 55.8 in 1996 to 57 in 1997. The differences in levels from one campus to the next was great, and differences between subgroups remains. Collaborative relationships involved local universities, community volunteers, parents, neighboring districts and other WISD campuses—resulting in shared resources, collaborative training, committed parents, focused teachers, and improved student performance. Most

productive has been the focus on needs identification, individual student plans, best practices implementation, and frequent assessment. Creative planning became necessary and a deliberate focus in order to identify times for parents to participate and times for training opportunities for teachers. Suggestions put forth by this Waco project are: pilot literacy programs for PK through 4th grade, study group for professional staff and parents to build a knowledge base for early literacy, and more literature based books for classrooms.

WALLER ISD

Waller is on highway 290 between Houston and Austin.

Amount: $150,000
Participants: 2 Special Needs campuses, Holleman and Roberts Road, with 473 3rd and 4th graders, 4 administrators, and 9 teaching assistants/preservice education students.
Project 03-79: Holleman Elementary, Roberts Road Elementary
Overview: Local Improvement goals were to achieve K through 4th grade vertical teaming, to reduce the teacher-student ratio, and to improve district and campus plans. Professional development goals were to train staff in content area reading, writing and technology, and to train parents in participating in their children's growth in reading. The preservice component in collaboration with Prairie View A& M aimed to give preservice teaching assistants field experience in classroom work with individuals and groups in planning and decision-making. The program was designed in phases and in detail, with clear understanding of goals; therefore "problems were minimal and easily solved." Teacher and teaching assistants roles and relationships became an aspect of training and learning as they worked out efficient ways to work together.
Results: Training took place in Accelerated Reader, Language Links, and Marie Carbo strategies. Ongoing meetings of teachers insured implementation of training; the teaching assistants participated fully in all aspects of the grant program. Gates-MacGinitie was used Fall 1996 and Spring 1997 as a pre and post-test which showed "relatively minor" impact "in terms of raising reading achievement" in that brief period. Parent participation was low and has taken on importance as an area for increased attention in the continuation year of the grant. A second area of focus for the continuation year is research into and provision of additional training and support for teachers working with teaching assistants and student teachers in classrooms. Waller's recommendations are that all participants must understand the goals and have clear understanding of the elements of the change process, that there must be sustained interest and activity by the planning committee, and the program must have the demonstrated support of administrators.

WHITE SETTLEMENT ISD

White Settlement is on Ft. Worth's far west side.
Amount: $150,000

Participants: 3 Special Needs campuses (West, Liberty and North elementary schools) with 479 PK through 4th grade children,, 40 staff, 6 administrators, 21 private school staff, and 16 preservice students.
Project 03-80: Liberty Elementary, North Elementary, West Elementary

Overview: The district's goal was to implement early intervention to ensure that students become both better and more enthusiastic readers. Providing hands-on teaching experiences for education students was the goal of the preservice component. Training was offered in Reading

Recovery (160 hours for 5 teachers), dyslexia training for 1 teacher, Wiggleworks for 20 teachers, Saxon Phonics for all teachers, WordWise for 4 teachers, and Computer Software in-house instruction for all staff. Conferences were also part of training. Sixteen Texas Christian University students experienced hands-on teaching on the grant campuses in an ongoing collaborative relationship between the district and the university.

Results: Reading Recovery for first grade students reduced the number retained and the number referred for special education. The apparent result of dyslexia training was that 8 of 9 students so identified passed TAAS reading. Wiggleworks was used 1st through 3rd grades. Saxon Phonics was used in K through 2nd grade. Many Kindergartners were reading by the end of the year. WordWise was used in 3rd grade where reading gains were especially noted among students who were having reading difficulty at the beginning of the year. All but one subgroup increased reading performance. Percent passing minimum expectations on TAAS reading were 79.3 for 3rd grade and 93.3 for 4th at West; 85.7 for 3rd graders and 84.2 for 4th at Liberty; and 74.5 for 3rd graders and 97.8 for 4th at North.

WHITNEY ISD

Whitney is on Lake Whitney, 25 miles northwest of Waco.

Amount: $106,626

Participants: This grant served 1 Special Needs campus with 530 PK through 4th grade children, 47 staff, 5 administrators, and 43 others, including parents, school board members, Region XII ESC representatives, and staff from other districts.

Project 03-81: Whitney Elementary

Overview: Goals were to implement a literature-based, computerized reading program in PK through 4th grade, to implement an effective staff development course focusing on early literacy, and, overall, to improve student performance. Training was in Planning and Site-based Decision Making , Accelerated Reader, Early Literacy Inservice Course and Essential Learning Systems. About twenty parents attended training sessions in one or more of the programs. A preservice component in collaboration with Baylor University, Tarleton State University, and Hill College provided participation of student teachers in the reading program and technology training as well as classroom experience. Collaborative partners included Region XII ESC and 11 area school districts. "In the area of professional development we would recommend more collaboration with area school districts as well as area colleges and universities. More collaboration might have allowed us additional training and professional development activities."

Results: Gates McGinitie reading tests "reveal that 99.97% of all students tested improved their total reading level," and "67% raised their overall reading level by more than one year." TAAS test results showed, too, an increase in percentage of children meeting minimum expectations in reading from 58% in 1996 to 72% in 1997 for 3rd graders, and from 57% in 1996 to 67% in 1997 for 4th graders. "We were very pleased by the support of our parents and community members during training nights for the three programs that we implemented. These parents/community members then volunteered in the three programs which led to the success of our students."

WOODSBORO ISD

Woodsboro is on US Highway 77 between Victoria and Corpus Christi.

Amount: $53,761

Participants: 1 Special Needs campus, 234 children, PK through 4th grade, and 30 staff.

Project 03-82: Woodsboro Elementary

Overview: Training was in Learning Styles and strategies for at-risk students, problem-solving and concept development, inclusion strategies and incorporation of technology, guided reading, classroom management, and the Texas Primary Reading Inventory. Training included a regional reading conference attended by 2 teachers, and a parental involvement conference at Region III ESC. Program goals included development of thematic reading centers in classrooms, a student books program, and provision of a community reading center and a parent resource library.

Results: The grant enabled Woodsboro to increase the number of K-2 library books and to increase the Amount of time students spent reading. The effect of the increased practice has netted an increase in the number of early childhood students who are ready to read.

YSLETA ISD

Ysleta is an El Paso ISD.

Grant Amount: $149,942

Participants: This grant served five Special Needs campuses, 225 1st graders, 65 staff, 5 administrators, and 21 private school staff.

Project 03-83: Le Barron Park Elementary, North Loop Elementary, Parkland Elementary, Sageland Elementary, Ysleta Elementary

Overview: The grant Project focused on assessing 1st graders and working one-on-one or in small groups with identified children to accelerate learning. It sought to train reading teachers to assess performance levels and utilize literacy techniques to achieve that goal. The district concluded that provisions also need to be made for teacher accountability.

Results: In collaboration with the University of Texas-El Paso, 21 teachers were trained in improved emergent literacy instruction. Intensive ongoing training based on Reading Recovery/Descubriendo la Lectura was also offered. In addition, 75 teachers attended "Hooked on Literacy Training Sessions", 38 PK teachers received Emergent Literacy Inservice training, and up to 40 parents attended training in Utilizing Reading Strategies to Assist your Child at Home (in Spanish), and in Reading Aloud to your Child. Ysleta recommends that teacher leader/coaches be free from duties other than to work one-on-one with children and to coach teachers in training, and that teachers be provided the opportunity to observe and discuss effective instruction.

REGION I ESC

Region I covers the Lower Rio Grande valley; the ESC is in Edinburg.

Grant Amount: $150,000

Participants: Six rural school districts in the Rio Grande valley participated in this grant, 11 Special Needs campuses in all with 5,117 PK through 4th grade students, 205 staff and 21 administrators.

Project 03-84: Hidalgo ISD--Hildalgo Elementary, Hidalgo ISD--Kelly Elementary, Progreso ISD--Progreso Elem, Progreso ISD--Progreso Primary, Raymondville ISD--Pittman

Primary/Intermediate, Raymondville ISD--Smith Elementary, Santa Maria ISD--Gonzalez Elementary, Santa Rosa ISD--Santa Rosa Elementary, Zapata County ISD--Benavides Elementary, Zapata County ISD--Zapata North Elementary, Zapata County ISD--Zapata South Elementary

Overview: The Region I ESC role was to facilitate district planning and needs assessment, to provide professional development and technical assistance, and in a preservice component to provide teachers and paraprofessionals the opportunity to acquire (or continue) university credits and to evaluate the instructional impact of education students' work with mentor teachers. Because the Project did not get underway until after the second semester had begun, the preservice component in collaboration with UT-Pan American was postponed to the second year of the Project. Region I recommends add an effective orientation program for the collaborative team to ensure that the components of the Project are clearly promoted.

Results: Comparisons of 1996 to 1997 TAAS reading scores in the six districts averaged a gain of 2.6 points, the range being from 3 to 10 points gain. Only one district lost points. One campus maintained their "Exemplary" rating. Another received a "Recognized" rating. Using the Frameworks model 70 training courses occurred from 1 to 72 hours each for over 200 staff, in technology, reading/writing strategies for at-risk students, cooperative learning, curriculum alignment, developmentally appropriate practices, bilingual, working with parents, critical thinking, TAAS, and more. In the second (or continuation) year service delivery will be improved by structuring a calendar of technical assistance and by offering staff development sessions to several districts at the same time when appropriate.

REGION III ESC

Region III covers the middle Gulf Coast; the ESC is in Victoria.

Amount: $148,109

Participants: Three rural ISDs participated in the Region III ESC grant. Four campuses were involved with 980 PK through 4th grade students, 158 staff and 6 administrators.

Project 03-85: Bloomington ISD--Bloomington Elementary, Bloomington ISD--Placedo Elementary, Kenedy ISD--Kenedy Elementary, Yorktown ISD--Yorktown Elementary

Overview: Region III ESC facilitated the district planning process, provided staff development and technical assistance, and preservice assistance and monitoring of interns. The goal was program specific staff development training, supported by follow-up, and effective implementation in the classroom. The programs were: Success For All, Creating World Class Readers (Reading Renaissance), Project Read , dyslexia workshop, Neuhaus training, and for parents a volunteer workshop and early prevention of school failure training. Region III suggests that it is essential to keep an open line for communication with district and campus administrators, planning panels, teachers and other resource personnel in order to ensure the development and full implementation of quality programs.

Results: Consortium schools have institutionalized changes including staff development, curriculum alignment, assessments and evaluations. With the grant opportunity, consortium schools were able to implement innovative ideas to improve the system with productive and creative instruction. 2 of 4 campuses submitted test scores, TAAS and TLI, indicating that scores are already up slightly.

REGION VI ESC

Region VI covers east-central Texas; the ESC is in Huntsville.

Amount: $149,965

Participants: 3 ISDs, 6 Special Needs campuses, 616 PK through 4th grade students, 68 staff, and 11 administrators.

Project 03-86: Franklin ISD--Reynolds Elementary, Huntsville ISD--Gibbs Elementary, Huntsville ISD--Houston Elementary, Huntsville ISD--Johnson Elementary, Navasota ISD--Navasota Elementary, Navasota ISD--Webb Middle

Overview: Region VI ESC served as fiscal agent and provided facilitation for the three programs. All three are Reading Recovery programs for identifying and working one-on-one with the lowest performing first graders to accelerate their learning In collaboration with Sam Houston State University, Phase I of Reading Recovery training (graduate reading courses) was accomplished. The PK through 4th grade classroom teachers were provided with early literacy training and were encouraged to observe Reading Recovery sessions.

Results: Huntsville trained 6 Reading Recovery teachers, who shared effective teaching strategies with all 1st grade teachers. 19 first graders received one-on-one instruction and an additional 28 1st graders were served in small group instruction. At the end of the year 82% of first graders were reading at grade level. Navasota trained 3 Reading Recovery teachers, served 28 1st graders individually, 66 additional 1st graders in small groups, and in the final nine weeks of the school year, the Navasota Reading Recovery teachers served 58 K students. 73% of Navasota's 1st graders were reading at grade level at the end of the year. Navasota trained 43 1st through 4th grade teachers in "reading instructional strategies for implementation in the classroom." 3rd grade TAAS scores in reading increased from 67% passing in 1996 to 74% passing in 1997, and they attribute this increase, in part, to improved instructional strategies. Franklin, the smallest of the three districts, trained 2 Reading Recovery teachers and served 17 1st graders. They trained 13 PK through 4th grade teachers in Guided Reading and Reading Recovery strategies. 59% of Reading Recovery students ended the year reading on grade level, 24% were referred to Special Education. Franklin sees the need for reevaluation of the total reading program to better support those children who have come out of Reading Recovery with guided reading in literacy groups. They recommend a literacy specialist on campus and would like to see more programming help/inservices available in balanced literacy provided by regional or state agencies.

REGION VII ESC

Region VII covers northeast Texas, the ESC is in Kilgore.

Amount: $149,999

Participants: Seventeen districts, 31 campuses (26 of which are Special Needs campuses) were served by this grant, with 9,906 PK through 4th grade children, 965 staff, 31 administrators, and 40 private school staff.

Project 03-87: Arp ISD--Arp Elementary, Frankston ISD--Frankston Elementary, Gladewater ISD--Broadway Elementary, Gladewater ISD--Gay Avenue Primary, Gladewater ISD--Weldon Intermediate, Grand Saline ISD--Grand Saline Elementary, Grand Saline ISD--Grand Saline Intermediate, Hawkins ISD--Hawkins Elementary, Henderson ISD--Central Elementary,

Henderson ISD--Chamberlain Elementary, Henderson ISD--Henderson Kindergarten, Henderson ISD--Montgomery Elementary, Henderson ISD--Northside Elementary, Joaquin ISD--Fellowship Elementary, Marshall ISD--Carver Academy, Marshall ISD--Crockett Elementary, Marshall ISD--Lee Elementary, Marshall ISD--Moore Elementary, Marshall ISD--South Marshall Elementary, Marshall ISD--Travis Elementary, Marshall ISD--Washington ECC, Martinsville ISD--Martinsville School, Neches ISD--Neches Elementary, Ore City ISD--Ore City Elementary, San Augustine ISD--San Augustine Elementary, Tatum ISD--Tatum Elementary, Tatum ISD--Tatum Primary, Tenaha ISD--Teneha Elementary, Waskom ISD--Waskom Elementary, Westwood ISD--Westwood Elementary, Westwood ISD--Westwood Primary, Winnsboro ISD--Winsboro Elementary

Overview: The grant is basically a training grant with the ESC providing facilitation and accountability. Each district sent representatives for assessment training, developed a planning panel and produced a revised plan. Each chose a "training strand". A summer strand, Literacy Learning in the Classroom, was attended by 70 participants. The Fall training strands were attended by an identified core training team from each district who then returned to individual campuses to train staff and implement new strategies. 39 were trained in Reading Renaissance, 56 in Reading Styles/Multiple Intelligences, and 3 campuses in Marshall ISD trained all their teachers one full day per week in Accelerated Schools training. Parent participation has presented a challenge. Each district was provided materials for parent education workshops to be held on campus. All preservice teachers in the schools and in the area were invited to attend.

Results: Districts recognized that quality of training was available to them through collaboration, and districts not involved in the grant asked to become a part of a similar Project. Initial strategic planning training was beneficial, and it became apparent that this aspect needs to be elaborated upon, particularly for assessment and data analysis for use in curriculum and instructional alignment. Region VII suggests setting up an advisory panel made up of representatives from all participating districts for program enhancement and problem-solving, and suggests that information about successful programs over the state be made available statewide.

REGION IX ESC

Region IX covers the north-central border of Texas, the ESC is in Wichita Falls.

Amount: $150,000

Participants: 11 ISDs, 11 campuses (8 of which are Special Needs campuses) participated in this grant, a total of 2,159 K through 4th grade students, 199 staff, and 22 administrators.

Project 03-88: Crowell ISD--Crowell Elementary, Electra ISD--Dinsmore Elementary, Goree ISD--Goree School, Munday ISD--Munday Elem, Newcastle ISD--Newcastle Elem, Nocona ISD--Nocona Elem, Olney ISD--Olney Elem, Prairie Valley ISD--Prairie Valley Elementary, Quanah ISD--Reagan Elementary, Saint Jo ISD--Saint Jo Elementary, Seymour ISD--Seymour Elementary

Overview: Goals were to work with a consultant and provide training and assistance in assessment and five-year planning, to explore research based programs, deliver staff development, and implement new classroom practices. A preservice goal was to train teachers for critical shortage areas. In collaboration with Midwestern State University, ESL training is made available for all teachers, and assistance for teachers who want ESL certification. Unexpectedly, the grant Project was able to be correlated with other programs, and a visit to a Texas Spotlight School in Abilene plus several additional staff development sessions directly applicable to this program resulted.

Results: All eleven campuses participated in the five planning/working sessions with the planning consultant. Accomplishment of thorough and active planning was the focus of this first year. Most impressive was TAAS data analysis. Campus improvement teams spent time finding areas that had been neglected and finding time that could be reallocated to addressing weaknesses. Extra effort was made to reconcile the objectives of the reading initiative with campus improvement plans for the entire curriculum.

Training sessions in Reading Renaissance, early literacy, reading styles, and TAAS reading strategies were attended by as few as 1 or as many as 45 teachers and aides from all 11 campuses, and staff development for the second (continuation) year of funding was collaboratively planned. An academy for alternative certification trained and placed in classrooms eight Special Education teachers while working with another 11.

REGION XIV

Region XIV ESC is in Abilene.

Amount: $125,612

Participants: Moran and Paint Creek ISDs collaborated with Region XIV in this grant, a total of two Special Needs campuses, 80 PK through 4th grade children, and 11 teachers.

Project 03-89: Moran ISD--Moran School, Paint Creek ISD--Paint Creek School

Overview: Objectives were to "assemble the program in parts" beginning with integrating fine arts into the reading program; then teaching reading in the content areas; then introducing multimedia programming to integrate reading, writing and phonics at individually appropriate levels; and finally, by the end of the year, to incorporate all of these elements into thematic units. Involving parents is also a focus of the program.

Results: Professional development was presented in segments for sequential implementation, which has been accomplished as planned. The district states that staff awareness is up, new strategies are being used, and integration of subject matter is increasing. Teachers over time have gained "a clearer vision of what we are trying to make happen in the classroom."

REGION XV ESC

Region XV covers west-central Texas; the ESC is in San Angelo.

Amount: $140,950

Participants: Twelve ISDs, 13 campuses (12 of which are Special Needs campuses) with 1,903 K through 4th grade students. Thirteen administrators and 218 staff participated in this grant Project. One private school teacher also participated in training.

Project 03-90: Ballinger ISD--Ballinger Elementary, Cherokee ISD--Cherokee Elementary, Irion County ISD--Irion Elementary, Lohn ISD--Lohn School, Miles ISD--Miles Elementary, Novice ISD--Jones/Rose Elementary, Olfen ISD--Olfen Elementary, Paint Rock ISD--Paint Rock School, Rochelle ISD--Rochelle School, Santa Anna ISD--Santa Anna Elementary, Sonora ISD--Sonora Elementary, Veribest ISD--Veribest Elementary

Overview: Training was offered in Reading Styles, Reading Renaissance, Project Read, and Informal Reading Inventory. The role of the ESC was to provide training, resources and

assistance in implementation as well as data analysis and to facilitate the establishment of campus reading teams and the site-base decision making planning process. Each campus had a reading coordinator.

Results: Each teacher who received training administered an Informal Reading Inventory in October and May. The average growth for grades K - 4 was an increase of 2.0 in the seven-month period. In October 62% of 3rd graders were reading at grade level. By May 90% of the same 3rd graders were at grade level. Most productive was the implementation of Reading Renaissance because the increased reading practice and the assessment of comprehension appear to have resulted in a dramatic increase in reading achievement.

REGION XVII ESC

Region XVII covers the lower Panhandle, the ESC is in Lubbock.

Amount: $146,469

Participants: 13 Special Needs campuses (in nine ISDs) with 2,656 PK through 4th grade students, 182 staff and 24 administrators participated in this grant.

Project 03-91: Dawson ISD--Dawson School, Idalou ISD--Idalou Elementary, Levelland ISD--Cactus Drive Elementary, Levelland ISD--Capitol Elementary, Levelland ISD--Carver ECC, Levelland ISD--South Elementary, Levelland ISD--West Elementary, -Meadow ISD--Meadow School, New Home ISD--New Home School, Ropes ISD--Ropes School, Seagraves ISD--Seagraves Elementary, Spade ISD--Spade School, Wilson ISD--Wilson School

Overview: The grant is integrated with 2 other grants for an overall regional technology integration impact. Training in Higher Order Thinking Skills was attended by 2 districts, Technology and Brain Research by 4 teachers, Creating World Class Readers was attended by 28 teachers representing 10 of the 12 campuses, and Fundamentals of Reading Renaissance by 31 teachers representing 11 of the 12 campuses and by faculty from Lubbock Christian University and Wayland Baptist University in a preservice component. Nuts and Bolts of Technology Planning was attended by 10 teachers and 10 administrators, followed by the identification of campus and district technology teams. Local Area Networks are being completed, and all districts are engaging in the identification of ways to increase technology services. Satellite Operator/Manager Training to increase utilization of T-STAR was attended by 18, and Applying Techniques of Accelerated Reader was attended by 16. The role of the Region XVII ESC was to train and facilitate, beginning with a planning workshop which all district committees attended and a Reading Inventory workshop which involved 11 of the schools.

Results: All districts have implemented Accelerated Reader and have developed baseline measures for individual students, with the result that the number of teachers in Region XVII that are trained in effective implementation of Accelerated Reader has increased and additional teachers are requesting the training for year two of the grant Project. One ISD has implemented a parent program. University faculty are providing training for inservice teachers. Participation in a regional technology planning session resulted in greater interest in the planning process. Districts are recognizing that they can all benefit by sharing resources, and "we are seeing a significant increase in collaborative planning throughout the region." District technology planning sessions are an outgrowth of the grant activity.

Student Performance on the TAAS (Reading) - Cycle 3 Projects

NOTE: The data shown for each grant reflects a composite TAAS passing rate for all students enrolled in all the campuses served by the grant and whose results are included in the AEIS. Missing values indicate that a grant did not serve students in Grades 3 and/or 4. Since the TAAS data reported here is aggregated at the grant level, it may be inconsistent with the campus- or district-level data presented in the report of each grant.

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3		TAAS % Passing, Reading, Grade 4	
		Baseline 1996	1997	Baseline 1996	1997
03-01	Aldine ISD	81.8%	89.2%	91.0%	88.5%
03-02	Aldine ISD	--	--	--	--
03-03	Alief ISD	61.5%	71.6%	67.6%	75.7%
03-04	Austin ISD	64.7%	62.7%	70.3%	68.6%
03-05	Austin ISD	90.7%	85.1%	78.9%	88.5%
03-06	Austin ISD	67.1%	68.3%	78.1%	69.0%
03-07	Austin ISD	64.7%	60.0%	62.7%	70.3%
03-08	Austin ISD	71.1%	50.0%	42.0%	52.5%
03-09	Brownsville ISD	77.6%	73.2%	72.9%	71.5%
03-10	Brownwood ISD	85.0%	90.0%	91.4%	94.6%
03-11	Brownwood ISD	57.9%	60.2%	67.8%	66.7%
03-12	Canutillo ISD	65.8%	75.8%	66.3%	69.8%
03-13	Carrizo Springs CISD	69.3%	65.2%	80.7%	72.6%
03-14	Connally ISD	86.5%	81.8%	77.9%	88.1%
03-15	Conroe ISD	73.8%	80.8%	74.1%	81.6%
03-16	Copperas Cove ISD	86.9%	84.1%	80.9%	84.7%
03-17	Corsicana ISD	79.5%	80.8%	72.5%	78.8%
03-18	Cotulla ISD	68.8%	75.3%	52.7%	69.0%
03-19	Crystal City ISD	58.3%	80.0%	--	--
03-20	Dallas ISD	--	--	--	--
03-21	Denison ISD	85.9%	88.7%	80.3%	85.5%
03-22	Denton ISD	75.3%	75.4%	73.0%	76.2%
03-23	Donna ISD	72.2%	66.9%	68.6%	74.8%
03-24	Donna ISD	72.2%	67.9%	68.6%	74.0%
03-25	Edcouch-Elsa ISD	82.2%	83.0%	84.5%	77.0%
03-26	Edinburg CISD	81.1%	81.4%	81.2%	80.5%
03-27	Floresville ISD	65.9%	70.8%	73.0%	73.8%
03-28	Fort Bend ISD	82.5%	81.9%	75.5%	85.2%
03-29	Galena Park ISD	76.9%	77.7%	77.8%	79.9%
03-30	Grand Prairie ISD	83.3%	62.8%	82.1%	76.6%
03-31	Harlandale ISD	58.1%	61.3%	51.0%	62.8%
03-32	Harlingen CISD	91.4%	89.6%	85.1%	93.3%
03-33	Hays CISD	82.4%	77.6%	74.3%	84.5%

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3		TAAS % Passing, Reading, Grade 4	
		Baseline 1996	1997	Baseline 1996	1997
03-34	Hereford ISD	66.3%	79.2%	--	--
03-35	Houston ISD	77.8%	82.2%	80.5%	83.7%
03-36	Huntington ISD	75.6%	85.1%	85.9%	82.3%
03-37	Irving ISD	84.0%	87.2%	82.4%	88.0%
03-38	Jacksonville ISD	--	--	--	--
03-39	Judson ISD	--	--	--	--
03-40	Judson ISD	--	--	--	--
03-41	Kermit ISD	65.5%	67.0%	64.3%	68.9%
03-42	La Joya ISD	92.5%	79.7%	95.3%	87.7%
03-43	Llano ISD	85.7%	84.2%	78.7%	84.4%
03-44	Lockhart ISD	--	--	--	--
03-45	Longview ISD	76.3%	80.1%	75.2%	80.2%
03-46	Lubbock ISD	58.9%	69.7%	63.6%	66.5%
03-47	Marfa ISD	73.6%	57.0%	62.8%	73.4%
03-48	McKinney ISD	64.2%	75.4%	60.6%	77.1%
03-49	Menard ISD	78.3%	88.2%	93.3%	76.2%
03-50	Millsap ISD	83.2%	81.4%	74.5%	79.6%
03-51	Mission CISD	70.4%	86.0%	75.4%	72.6%
03-52	Moody ISD	66.7%	80.0%	70.4%	77.3%
03-53	North Lamar ISD	86.1%	87.2%	83.1%	85.6%
03-54	Northwest ISD	75.0%	76.5%	81.5%	84.7%
03-55	Pharr-San Juan-Alamo ISD	69.2%	84.4%	64.5%	64.6%
03-56	Point Isabel ISD	88.8%	83.5%	81.3%	80.0%
03-57	Premont ISD	63.8%	63.5%	58.4%	65.6%
03-58	Quinlan ISD	87.8%	87.1%	80.7%	88.5%
03-59	Richardson ISD	88.2%	83.5%	93.5%	87.2%
03-60	Robinson ISD	--	--	--	--
03-61	Roby CISD	88.9%	100.0%	86.4%	76.5%
03-62	Round Rock ISD	80.7%	83.7%	82.9%	89.2%
03-63	San Antonio ISD	42.2%	53.1%	53.7%	56.2%
03-64	San Antonio ISD	81.5%	66.7%	76.7%	69.4%
03-65	San Marcos CISD	82.1%	83.2%	87.8%	90.4%
03-66	San Marcos CISD	74.0%	71.1%	--	--
03-67	San Marcos CISD	--	--	--	--
03-68	San Marcos CISD	80.8%	95.6%	84.5%	92.5%
03-69	San Marcos CISD	67.0%	77.0%	72.6%	85.2%
03-70	Somerset ISD	--	--	--	--
03-71	Southside ISD	58.1%	51.7%	--	--
03-72	Stratford ISD	87.9%	89.7%	56.7%	72.5%
03-73	Temple ISD	70.0%	42.1%	38.1%	53.8%

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3		TAAS % Passing, Reading, Grade 4	
		Baseline 1996	1997	Baseline 1996	1997
03-74	Terrell ISD	--	--	--	--
03-75	Texas City ISD	90.3%	91.9%	93.0%	92.9%
03-76	Tuloso-Midway ISD	69.8%	78.5%	73.0%	81.9%
03-77	Tyler ISD	75.7%	75.2%	77.1%	80.8%
03-78	Waco ISD	52.7%	62.8%	52.7%	56.2%
03-79	Waller ISD	74.2%	71.8%	73.5%	81.0%
03-80	White Settlement ISD	80.2%	79.7%	82.8%	92.2%
03-81	Whitney ISD	86.4%	85.4%	71.4%	80.6%
03-82	Woodsboro ISD	83.3%	93.3%	81.8%	70.0%
03-83	Ysleta ISD	61.7%	72.9%	67.3%	76.1%
03-84	Region I ESC	74.1%	78.2%	74.2%	78.1%
03-85	Region III ESC	76.1%	64.3%	66.0%	68.1%
03-86	Region VI ESC	72.7%	76.6%	73.0%	76.9%
03-87	Region VII ESC	79.8%	81.6%	75.6%	83.5%
03-88	Region IX ESC	80.4%	84.8%	72.8%	80.4%
03-89	Region XIV ESC	100.0%	100.0%	92.3%	100.0%
03-90	Region XV ESC	84.1%	80.2%	80.0%	82.1%
03-91	Region XVII ESC	--	--	--	--

Cycle 4

First Funding Period: (October 1, 1997 to September 30, 1998)

County-District: 101-902 ESC Region 04/SBOE Regions 04, 06, 08 *2 Campuses, 1027 Students, Grades PK-4*

ALDINE ISD **$149,995**

Mendel and Magnill Elementary Schools

Major Objectives and Activities:

- Implementation of Open Court phonics program and Gourmet Curriculum.
- Staff development in phonics instruction, methodology and strategies.
- Parent education sessions, family fun program.
- Technology for reading instruction.
- Preservice component in ESL certification and family.

County-District: 101-902 ESC Region 04/SBOE Regions 04, 06, 08 *2 Campuses, 2049 Students, Grades PK-4*

ALDINE ISD **$149,141**

Carroll and Hidden Valley Elementary Schools

Major Objectives and Activities:

- Implementation of Success for All reading program, Story Telling and Retelling, Rhyme with Reason (phonemic awareness), writing, shared book, Peabody Language Development, and learning centers.
- Teacher monitoring through computer portfolio.
- Use of teacher aides to assess student performance using technology and to set-up constantly changing learning centers.
- Parent workshops.
- Staff development (formal in classrooms, and meeting) and Success for All conference.

County-District: 101-902 ESC Region 04/SBOE Regions 04, 06, 08 *3 Campuses, 3325 Students, Grades PK-4*

ALDINE ISD **$107,384**

Ermel, Stammons, and Stoval Elementary Schools

Major Objectives and Activities:

- Staff development in Reading Writing Connection, Singing-Reading Connection, "Express Yourself," and "Shared Book Experiences," plus campus planning, evaluation, and phonemic instruction.
- Parent Workshop on Family Literacy, Library Orientation.
- Implementation of "Land of the Letter People" and "Invocations, " PK and K.
- Integration of technology.

County-District: 101-903 ESC Region 04/SBOE Regions 04, 06 — *4 Campuses, 2671 Students, Grades PK-2*

ALIEF ISD — **$149,925**

Boone, Chambers, Hicks, and Kennedy Elementary Schools

Major Objectives and Activities:

- Integration of technology into curriculum.
- Technology training for PK–K teachers in reading software; spoken language, letters, decoding writing/spelling, fluent reading.
- Staff development for PK–K teachers in early childhood education, classroom organization, reading instruction and assessment.
- Parent participation workshop.
- Sustained, intensive professional development for PK–2 teachers in language development and reading skills.
- Preservice graduate credit program in reading instruction for PK–4 teacher.

County-District: 037-901 ESC Region 07/SBOE Region 09 — *2 Campuses, 403 Students, Grades PK-4*

ALTO ISD — **$142,186**

Alto ISD--Alto Elementary School; and Wells ISD—Wells Elementary School

Major Objectives and Activities:

- Training in diagnostic, survey for all teachers, PK-4, and reading recovery strategies.
- Teacher visits to other successful schools to observe.
- In-school publishing of students' books.
- Vertical teams and teacher study groups.
- Parent involvement.
- Integration of spelling into reading and writing.
- Training of two teachers for certification in Reading Recovery.

County-District: 227-901 ESC Region 13/SBOE Region 10 — *1 Campus, 401 Students, Grades PK-4*

AUSTIN ISD — **$150,000**

Dawson Elementary School

Major Objectives and Activities:

- Implementation of phonemic awareness activities for identified PK–K children.
- Early intervention by Reading Recovery and Descubrendo La Lectura for Grade 1 and literacy groups for Grades 1-3.
- Ongoing staff development in beginning reading strategies and methodologies.
- Establishment of effective family involvement network and training in parenting and literacy support.

County-District: 123-910 ESC Region 05/SBOE Region 07 — *2 Campuses, 1034 Students, Grades PK-4*

BEAUMONT ISD — **$150,000**

Caldwood and Southerland Elementary Schools

Major Objectives and Activities:

- PK-K lap reading program.
- Implementation of Structure of Intellect Model School Program at Caldwood Elementary.
- Establish lab for use of children having difficulty learning to read.
-

County-District: 215-901 ESC Region 14/SBOE Region 14 — *2 Campuses, 655 Students, Grades PK-3*

BRECKENRIDGE ISD — **$134,400**

North and East Elementary Schools

Major Objectives and Activities:

- Collaboration with Region XIV ESC for staff development in reading, cultural diversity, and implementation of strategies.
- Parental involvement program of biweekly night sessions in reading for the whole family.
- Vertical planning for reading, with PK–K; 1, 2, 3, and 4th grade levels.
- Preservice program of tuition grants to reading teachers for college courses in reading instruction.

County-District: 239-901 ESC Region 06/SBOE Region 10 — *3 Campuses, 1083 Students, Grades K-4*

BRENHAM ISD — **$149,595**

Brenham and Alton Elementary, and Brenham Intermediate School

Major Objectives and Activities:

- Staff development in Reading Recovery strategies for grade 1 teachers.
- Reading Recovery teachers conducting Literacy Support activities in grade 1 classroom.
- Each K-2 classroom will have sets of leveled, decodable books.
- Grades 3-4 reading program supplemented by Alphabetic Phonics and/or CEI Essential Learning System.

County-District: 223-901 ESC Region 17/SBOE Region 15 — *2 Campuses, 841 Students, Grades PK-3*

BROWNFIELD ISD — **$52,640**

Oak Groves and Colonial Heights Elementary Schools

Major Objectives and Activities:

- Training in language focused instruction, Johnny Can Spell, Structures of Intellect, Integrated Practice.
- Curriculum writing.
- Implementation of Structures of Intellect Model School, enhance student learning/reading in daily lessons, and make available intervention options so that no student fails.

County-District: 031-901 ESC Region 01/SBOE Region 02 — *27 Campuses, 1188 Students, Grade 2*

BROWNSVILLE ISD — **$150,000**

Aiken, Burns, Canales, Castaneda, Clearwater, Cromack, Del Castillo, Egly, El Jardin, Garden Park, Garza, Gonzalez, Longoria, Martin, Morningside, Palm Grove, Perez, Putegnat, Resaca, Russell, Sharp, Skinner, Southmost, Vermillion Road, Villa Nueva, and Yturria Elementary Schools

Major Objectives and Activities:

- District planning and evaluation efforts.
- Extended day reading classes.
- Staff development for preservice and inservice teachers in skills and strategies necessary for effective reading and writing

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County-District: 178-903 ESC Region 02/SBOE Region 02 — *4 Campuses, 1652 Students, Grades PK-4*

CAL ALLEN ISD — **$150,000**

Annaville, Magee, Wood River, and Calallen East Elementary Schools

Major Objectives and Activities:

- Project Read training for all elementary special education teachers and reading specialists.
- Accelerated Reader in special education, Grades 3-4 at four campuses.
- Reading/Writing workshop districtwide, Grades 1-2.
- Six days of teacher/parent training for Light Span television school-home reading instruction
- Texas Early Literacy Learning best practices training for PK-3 teachers.
- Book Bags program supporting story-reading time with parents at home for PK.

County-District: 071-907 ESC Region 19/SBOE Region 01 — *4 Campuses, 2149 Students, Grades PK-4*

CANUTILLO ISD — **$150,000**

Canutillo, Damian, Davenport, and Childress Elementary Schools

Major Objectives and Activities:

- Implementation of CEL, Essential Learning System on four campuses.
- Train teachers to use the system both technically and instructionally.
- Plan and implement parent involvement program.
- Staff development on balanced approach to reading.

County-District: 126-903 ESC Region 11/SBOE Region 14 — *5 Campuses, 1275 Students, Grades 1-3*

CLEBURNE ISD — **$89,066**

Adams, Coleman, Cooke, Gerard, and Irving Elementary Schools

Major Objectives and Activities:

- Training and implementation of Voyager Expanded Learning research based reading program with parental involvement.
- Create print rich environments.
- Use assessment/planning concept to address specific needs and comprehensive campus improvement.
- Training in specific teaching strategies and development of instructional practices out of reading research.

County-District: 020-907 ESC Region 04/SBOE Region 07 — *3 Campuses, 1871 Students, Grades 1-4*

COLUMBIA-BRAZORIA ISD — **$147,000**

West Columbia, Tanner, and Wild Peach Elementary Schools

Major Objectives and Activities:

- Staff development in ELS and implementation with identified students.
- Staff development for all 1-4 teachers in phonics, vocabulary, and comprehension strategies.
- Development of schedule for independent reading by students, for students to be read to, and for students to be read with.
- Development of parent communication schedule and "literacy opportunities outreach plan."

County-District: 113-901 ESC Region 06/SBOE Region 09 — *2 Campuses, 796 Students, Grades PK-4*

CROCKETT ISD — **$150,000**

Crockett ECC and Elementary Schools

Major Objectives and Activities:

- Training in Success for All program.
- Individualized reading programs.
- Parental involvement.

County-District: 101-907 ESC Region 04/SBOE Region 06 — *3 Campuses, 2160 Students, Grades PK-4*

CYPRESS-FAIRBANKS ISD — **$150,000**

Bane, Frazier, and Holbrook Elementary Schools

Major Objectives and Activities:

- District and campus integrated planning.
- Employment of literacy facilitator.
- Staff development and training in targeted instructional strategies for reading such as phonemic awareness and dyslexia techniques.
- Implementation of coaching model of staff development.

County-District: 084-901 ESC Region 04/SBOE Region 07 — *4 Campuses, 406 Students, Grades PK-4*

DICKINSON ISD — **$119,370**

Barber, Silbernagel, Hughes Road, and Little Elementary Schools

Major Objectives and Activities:

- Twenty-eight hours of training in literacy strategies for teachers of LEP students.
- One on one observation and feedback by consultant for 20 teachers.
- Training for one reading recovery teacher.
- Parent coordinator for LEP parent participation.
- Preservice component involving education students of University of Houston, Clear Lake, tutoring, literacy training for bilingual students.

County-District: 159-901 ESC Region 20/SBOE Region 01 — *2 Campuses, Students, Grades K-4*

EAGLE PASS ISD — **$106,335**

Benevidas Heights and San Luis Elementary Schools

Major Objectives and Activities:

- Provide training for teachers on the implementation of research-based reading program.

- Professional development on effective research-based reading strategies in beginning reading, phonemic awareness, reading assessments, classroom management, instructional pacing, cooperative learning, tutorial strategies, and identifying learning problems.
- Monitor, evaluate and revise campus improvement plans to ensure strategy implementation.

County-District: 159-901 ESC Region 20/SBOE Region 01 — *2 Campuses, Students, Grades K-4*

EAGLE PASS ISD — **$147,198**

Darr and Lee Elementary Schools

Major Objectives and Activities:

- Provide training for teachers on the implementation of research-based reading program.
- Professional development on effective research-based reading strategies in beginning reading, phonemic awareness, reading assessments, classroom management, instructional pacing, cooperative learning, tutorial strategies, and identifying learning problems.
- Monitor, evaluate and revise campus improvement plans to ensure strategy implementation.

County-District: 067-903 ESC Region 14/SBOE Region 14 — *1 Campus, 486 Students, Grades PK-4*

EASTLAND ISD — **$145,291**

Siebert Elementary School

Major Objectives and Activities:

- Staff development in Reading Renaissance Acceleration Reader technology, integration of writing into reading curriculum, phonics (New Jersey Writing Institute).
- Expansion of library to accommodate reading improvement program.
- Involve Hispanic students and parents in reading program, including home reading
- Extended year reading program for students needing ongoing support.

County-District: 015-905 ESC Region 20/SBOE Region 03 — *15 Campuses, 7144 Students, Grades PK-4*

EDGEWOOD ISD — **$149,961**

Holescher, Cenizo Park, Coronado, Perales, Frey, Gardendale, Johnson, Las Palmas, Loma Park, Roosevelt, Stafford, Williams, Burleson, Winston, and Gonzalez Elementary Schools

Major Objectives and Activities:

- Implementation of programs which include phonics instruction, monitoring and tutoring, parent involvement, and technological/multimedia development to enhance instruction.
- Purchase of leveled books and language games.
- Staff development in essentials of research-based early reading.
- Collaboration with St. Mary's University teacher preparation program in cross-age tutoring program and as substitutes for teachers released for training.

Parent training in phonemic awareness, phonological awareness, and selection of leveled books.

County-District: 071-902 ESC Region 19/SBOE Region 01 — *3 Campuses, 2000 Students, Grades K-4*

EL PASO ISD — **$150,000**

Alamo, Burlesson, and Schuster Elementary Schools

Major Objectives and Activities:

- Implementation of Creative Education Institute's Essential Learning System.

- Training: Intensive for teacher/facilitators, basic for all teachers.
- Continual support and re-training.

County-District: 071-903 ESC Region 19/SBOE Region 01 *2 Campuses, 1266 Students, Grades PK-4*

FABENS ISD **$150,000**

Risinger Primary and O'Donnel Elementary Schools

Major Objectives and Activities:

- To train 20 teachers in reading research and all teachers in intervention strategies and alignment of objectives.
- Study needs and select a systemic reading program to adopt and implement.
- Training in adopted program for all teachers and aides implementing it.
- Kindergartner assessment/pre-school hour tutoring for identified K children.
- Parent training in reading skills and strategies.
- Preservice training summer institute in collaboration with Region XIX.

County-District: 178-914 ESC Region 02/SBOE Region 02 *2 Campuses, 452 Students, Grades PK-1*

FLOUR BLUFF ISD **$149,905**

Flour Bluff ECC and Primary Schools

Major Objectives and Activities:

- Open court curriculum K–1.
- Waterford early reading program Level 1 in Early Childhood and Primary Campuses.
- Train teachers in use of programs and early childhood education techniques.
- Involvement of parents.
- Staff development in balanced approach to reading.

County-District: 079-907 ESC Region 04/SBOE Regions 04, 06, 10 *3 Campuses, 1628 Students, Grades PK-3*

FORT BEND ISD **$149,664**

Blue Ridge, Briargate, and Townewest Elementary Schools

Major Objectives and Activities:

- Yearlong training in Effective Early Literacy learning for PK-2 teachers and principles.
- Implementation of strategies learned.
- Running Record training for Grade 3-4 teachers—monitoring progress of grade 3-4 students.
- Parent training in helping children learn to read; Readers, Writers, and Parents.
- PK-2 take home books program.
- Collaboration with University of Houston for preservice teachers through observation and interaction with Early Literacy learners.

County-District: 101-910 ESC Region 04/SBOE Regions 04, 07 *11 Campuses, 7249 Students, Grades PK-4*

GALENA PARK ISD **$150,000**

Cimarron, Cloverleaf, Galena Park, Green Valley, Jacinto City, Tice, MacArthur, North Shore, Purple Sage, Pyburn, and Woodland Acres Elementary Schools

Major Objectives and Activities:

- Train all Grade 1-4 teachers and administrators on special needs campuses in Inquiry Through Literature.
- Train 15 special education teachers in Phonological Awareness.
- Train 25 teachers in Neuhaus and Format training.
- Instructional specialists will assist in implementation with peer coaching and modeling.

County-District: 057-909 ESC Region 10/SBOE Regions 12, 13 — *41 Campus, 2068 Students, Grade 1*

GARLAND ISD — **$150,000**

Abbott, Back, Beaver, Bradfield, Bullock, Caldwell, Centerville, Club Hill, Cooper, Daugherty, Davis, Dorsey, Ethridge, Freeman, Golden Meadows, Handley, Heather Glen, Herfurth, Hickman, Hillside, Keely, Lister, Luna, Montclair, Northlake, Park Crest, Roach, Rowlet, Sewell, Shorehaven, Shugart, Southgate, Spring Creek, Stephens, Toler, Vial, Walnut Glen, Watson, Weaver, Williams Elementary Schools

Major Objectives and Activities:

- Determining which half of the campuses will be targeted for year one and train a cadre of teachers who will in turn train all Grade 1 teachers, of their identified campuses.
- Assessment, selection of, and implementation of program for emergent reading in Grade 1.
- Family reading nights program in collaboration with public library.
- This is a broad program in three phases over three years. First year focuses on planning.

County-District: 246-904 ESC Region 13/SBOE Region 10 — *6 Campuses, 2737 Students, Grades PK-4*

GEORGETOWN ISD — **$149,997**

Purl, Carver, Frost, Williams, Pickett, and McCoy Elementary Schools

Major Objectives and Activities:

- Strategic planning.
- Staff development in phonemic awareness, phonological principles, decoding, and assessment.
- Parent and mentor training and implementation with PK-K children.

County-District: 089-901 ESC Region 13/SBOE Regions 05, 10 — *2 Campuses, 1069 Students, Grades PK-4*

GONZALES ISD — **$150,000**

East Avenue and North Avenue Elementary Schools

Major Objectives and Activities:

- Develop curriculum PK–4, for reading.
- Establish intensive balanced reading instruction, PK–4, which stresses phonemic awareness and decoding strategies, and which integrates reading/writing.
- Staff development in reading methods.
- Instructional specialist for modeling reading methods.
- Promote multicultural parental involvement via Family Reading Nights.

County-District: 101-912 ESC Region 04/SBOE Regions 04, 06, 07 *12 Campuses, 8765 Students, Grades PK-4*

HOUSTON ISD **$149,035**

Crawford, Durkee, Douglass, Elrod, Emerson, Frost, Gregory-Lincoln, Harris, Highland Heights, Martinez, Port Houston, and Stevens Elementary Schools

Major Objectives and Activities:

- Training of teachers to assess and better serve children with reading deficiencies.
- Provide appropriate materials and programs to implement reading program.
- Preservice: using education students as tutors for children with reading deficiencies, and providing them with training to identify children with reading deficiencies.
- Development of strategies for parental involvement.

County-District: 101-912 ESC Region 04/SBOE Regions 04, 06, 07 *3 Campuses, 1906 Students, Grades PK-4*

HOUSTON ISD **$146,928**

Grissom, Mitchell, and Frost Elementary Schools

Major Objectives and Activities:

- Staff development for K-4 teachers in integrating phonemic awareness, alphabetic principle, decoding strategies, and use of decodable text.
- Implementation of Reading One-to-One program for students who are slow to develop reading skills, Grades 1-3.
- Tutor training in recommended strategies.

County-District: 101-912 ESC Region 04/SBOE Regions 04, 06, 07 *1 Campus, 976 Students, Grades PK-4*

HOUSTON ISD **$149,188**

Gregory-Lincoln Education Center

Major Objectives and Activities:

- Success for all workshops and national conference.
- Accelerated Reader workshop and computer training.
- "Consistency Management" workshop.
- Parent nights.
- Collaborative tutoring and story time.

County-District: 101-912 ESC Region 04/SBOE Regions 04, 06, 07 *12 Campuses, 1399 Students, Grades PK-4*

HOUSTON ISD **$149,070**

Poe, Gregory Lincoln, Jones, MacGregor, Rice, River Oaks, Roberts, Rogers, Twain, Wharton, West University, and Wilson Elementary Schools

Major Objectives and Activities:

- A literacy lab.
- Work with a specialist to learn effective strategies for teaching reading based on scientific research.

County-District: 101-912 ESC Region 04/SBOE Regions 04, 06, 07 — *3 Campuses, 1222 Students, Grades K-4*

HOUSTON ISD — **$146,928**

Crawford, Dogan, and Pugh Elementary Schools

Major Objectives and Activities:

- Staff development for K-4 teachers in integrating phonemic awareness, alphabetic principle, decoding strategies, and use of decodable text.
- Implementation of Reading One-to-One program for students who are slow to develop reading skills, Grades 1-3.
- Tutor training in recommended strategies.

County-District: 101-913 ESC Region 04/SBOE Region 08 — *5 Campuses, 2547 Students, Grades PK-4*

HUMBLE ISD — **$118,319**

Humble, Lakeland, Northbelt, Fields, and Whispering Pines Elementary Schools

Major Objectives and Activities:

- Two peer literacy coaches per campus/one full year of training.
- All staff training in elements of balanced literacy and classroom management.
- Teacher assessment and portfolio development.
- Implementation of research based early reading program.
- Collaboration with Texas Woman's University and Harris County. Department of Education for inservice and credit courses in reading instruction.

County-District: 236-902 ESC Region 06/SBOE Region 08 — *5 Campuses, 2861 Students, Grades PK-4*

HUNTSVILLE ISD — **$69,925**

Gibbs, Stewart, Johnson, Hunstville, and Houston Elementary Schools

Major Objectives and Activities:

- Training of the principal and 2 teacher leaders from each campus at literacy learning in the classroom institute.
- Program coordinator to visit each campus once a month to work with teacher leaders and principals.
- Staff development in the Learning Network in beginning Reading Instruction followed up by Phonemic Awareness and Phonics Seminar and dialogue groups for furthering understanding.

County-District: 220-916 ESC Region 11/SBOE Regions 11,13 — *2 Campuses, 170 Students, Grade K*

HURST-EULESS-BEDFORD ISD — **$110,696**

Bellaire and Oakwood Terrace Elementary Schools

Major Objectives and Activities:

- Implement computer reading system in Kindergarten.
- Train Kindergarten teachers in use of program.

- Implement parent involvement program.
- Train teachers on balanced approach to reading.

County-District: 133-903 ESC Region 20/SBOE Region 05 *3 Campuses, 1943 Students, Grades PK-4*

KERRVILLE ISD **$130,750**

Daniels, Nimitz, and Starkey Elementary Schools

Major Objectives and Activities:

- Implementation of Essential Learning System which addresses reading, writing, and spelling, vocabulary and comprehension for students with learning difficulties, including dyslexia (a technological program).
- Teacher training in ELS program for those teachers who will facilitate , and ½ day overview training will be provided for all teachers, both with continual follow-up support.
- Planning and monitoring.
- Parental involvement.

County-District: 015-913 ESC Region 20/SBOE Region 03 *1 Campus, 486 Students, Grades PK-4*

LACKLAND ISD **$126,757**

Lackland Elementary School

Major Objectives and Activities:

- Implementation of activities to develop comprehension, oral language skills, and motivation to read.
- Activities that involve print concept, letter recognition, emergent writing, phonemic awareness (PK-K Peabody Language Development).
- Grade 1 comprehension, decoding, letter sound discrimination, encoding, predicting, and writing.
- Grades 2-4 taught strategic reading through direct instruction and partner team follow-up.

County-District: 003-903 ESC Region 07/SBOE Region 08 *7 Campuses, 1409 Students, Grades K-4*

LUFKIN ISD **$150,000**

Anderson, Brandon, Brookhollow, Herty, Kurth, Slack, and Trout Elementary Schools

Major Objectives and Activities:

- Staff development in Balanced Literacy Approach.
- Establish a cadre of 25 literacy team teachers.
- Process of ongoing assessment and adjustment and revision.
- Establish effective parent/community involvement.
- Collaboration with Stephen F. Austin University in preservice and research endeavor.

County-District: 174-909 ESC Region 07/SBOE Region 08 *1 Campus, 114 Students, Grades K-4*

MARTINSVILLE ISD **$70,844**

Martinsville School

Major Objectives and Activities:

- Reading Recovery training for one teacher for certification and for K-4 teachers, the strategies.
- Implementation of reading recovery strategies all K-4 through fourth grade classrooms.
- Training for all K–4 teachers in the Diagnostic Survey, the Learning Environments, and use of computers in reading/writing software for students.
- Field trips by all K-4 teachers to successful schools with Reading Recovery.

County-District: 163-908 ESC Region 20/SBOE Regions 03, 05 — *2 Campuses, 1180 Students, Grades PK-4*

MEDINA VALLEY ISD — **$150,000**

Medina Valley, Elementary Schools and Intermediate Schools

Major Objectives and Activities:

- Comprehensive training for all teachers in in-depth, research-based reading and reading styles.
- Implementation of staff development in effective instructional strategies.
- Curriculum alignment with emphasis on integration of reading skills and technology.
- Extended day program for identified students, which will include parental involvement.

County-District: 165-901 ESC Region 18/SBOE Region 01 — *2 Campuses, Grades K-2*

MIDLAND ISD — **$81,450**

Pease and Burnet Elementary Schools

Major Objectives and Activities:

- Staff development with K-2 teachers on diagnosis, remediation, and reading instruction methods.
- Implementation of the Waterford Early Reading Program with print concepts, phonological awareness, and pro-reading skills for identified K students in technology format.
- Take-Home literacy for Grade 1.
- Consultants working with teachers in classrooms.
- Collaboration with Midland Need to Read council in family literacy program.

County-District: 165-901 ESC Region 18/SBOE Region 01 — *3 Campuses, 1748 Students, Grades PK-3*

MIDLAND ISD — **$77,381**

West ECC, DeZavala, and Bunch Elementary Schools

Major Objectives and Activities:

- Staff development in basic school model.
- Additional staff development in research-based beginning reading components; phonemic and alphabetic awareness, decoding, spelling and writing comprehension, and vocabulary acquisition.
- Collaboration staff development with UT-Permian Basin and Region X ESC integral teaming.
- Phonics and Scholastic in education product use.
- Integration of a variety of teaching styles and flexible structure and including involvement of family.

County-District: 174-904 ESC Region 07/SBOE Region 08 — *5 Campuses, 1296 Students, Grades PK-1*

NACOGDOCHES ISD — **$66,754**

Brooks-Quinn-Jones, Carpenter, Fredonia, Marshall, and Raquet Elementary Schools

Major Objectives and Activities:

- Preservice and staff development and implementation of small and large group literacy activities.
- Bag a Book activities for parents, parent workshops.
- Early intervention with at risk children, pear coaching, and needs assessment.

County-District: 101-909 ESC Region 04/SBOE Region 04 — *3 Campuses, 1126 Students, Grades K-4*

NORTH FOREST ISD — **$85,492**

East Houston, Fonwood, and Tidwell Elementary Schools

Major Objectives and Activities:

- Implementation of CEI Essential Learning System.
- Training teachers on use of system.
- Plan and implement parent involvement program using the system in the evening.
- Training in Balanced Approach to Reading with emphasis on technology to support instruction.

County-District: 015-915 ESC Region 20/SBOE Regions 03, 05 — *40 Campuses, 23,595 Students, Grades PK-4*

NORTHSIDE ISD — **$150,000**

Adams Hill, Boone, Brauchle, Braun, Cable, Cody, Colonies North, Coon, Elrod, Esparza, Evers, Fernandez, Galm, Glass, Glenn, Glenoaks, Helotes, Howsman, Hull, Knowlton, Lackland City, Leon Spring, Leon Valley, Linton, Locke, May, McDermott, Meadow Village, Meyer, Northwest Crossing, Oak Hills Terrace, Passmore, Powell, Scobee, Steubing, Thornton, Timberwilde, Valley Hi, Villarreal, and Westwood Terrace Elementary

Major Objectives and Activities:

- Staff development on implementing the components of Primary Early Learning Framework (PELF).
- Follow-up training for Reading Academy participants to determine degree of implementation of PELF strategies and provide support in using the PELF.
- Continuous alignment of district and campus plans, strengthen the planning process to increase student achievement in reading.

County-District: 158-905 ESC Region 03/SBOE Regions 02, 10 — *2 Campuses, 727 Students, Grades PK-4*

PALACIOS ISD — **$142,285**

Central and East Side Elementary Schools

Major Objectives and Activities:

- Training and technical assistance in the areas of planning, collaboration, curriculum alignment, date disaggregation, and learner-centered instructional strategies.
- Training to promote phonemic and literature-bases learning.

- Training and implementation of use of technology to enhance student learning at home and at school.

County-District: 101-917 ESC Region 04/SBOE Regions 04, 07 *3 Campuses, 352 Students, Grade K*

PASADENA ISD **$148,563**

Genoa, Parks, and Freeman Elementary Schools

Major Objectives and Activities:

- Installation and implementation of the Waterford Early Reading Program.
- Training of teachers in use of the program.
- Parent program supporting reading program.
- Staff development on balanced approach to reading.

County-District: 101-917 ESC Region 04/SBOE Regions 04, 07 *5 Campuses, 1123 Students, Grades PK-4*

PASADENA ISD **$150,000**

South Shaver, Gardens, South Houston, Garfield, and Parks Elementary Schools

Major Objectives and Activities:

- Sustained professional development.
- Interactive technology for instruction and live interaction curriculum related programs.
- Training for parents.
- Implementation of research-based models of instruction.

County-District: 108-909 ESC Region 01/SBOE Regions 02, 04 *2 Campuses, 1081 Students, Grades PK-4*

PHARR-SAN JUAN-ALAMO ISD **$150,000**

Ford and Peña Elementary Schools

Major Objectives and Activities:

- Provide university course credit for professional development received through Ready to Read program.
- Create on-site professional development coordinator/instructor.

County-District: 095-905 ESC Region 17/SBOE Regions 14, 15 *2 Campuses, 804 Students, Grades PK-4*

PLAINVIEW ISD **$149,963**

Lockney ISD—Lockney Elementary and Plainview ISD—Highland Elementary Schools

Major Objectives and Activities:

- Needs assessment – site visits to successful reading programs.
- Program selection and implementation of best reading strategies.
- Training in strategies and methodologies of balanced, early literacy, family literacy, and/or Reading Recovery methodologies.

County-District: 015-907 ESC Region 20/SBOE Region 03 — *2 Campuses, 132 Students, Grade K*

SAN ANTONIO ISD — **$134,596**

Baskin and Huppertz Elementary Schools

Major Objectives and Activities:

- Implement Waterford Early Reading Program.
- Train teachers in the use of the program.
- Facilitate a cooperative, mentoring relationship between campuses.
- Plan and implement parental involvement program.
- Provide staff development on the balanced approach to reading with emphasis on an interactive, computer-based, therapeutic, systematic, and direct reading program.

County-District: 015-907 ESC Region 20/SBOE Region 03 — *2 Campuses, 132 Students, Grade K*

SAN ANTONIO ISD — **$134,596**

Collins Garden and Nelson Elementary Schools

Major Objectives and Activities:

- Implement Waterford Early Reading Program.
- Train teachers in the use of the program.
- Facilitate a cooperative, mentoring relationship between campuses.
- Plan and implement parental involvement program.
- Provide staff development on the balanced approach to reading with emphasis on an interactive, computer-based, therapeutic, systematic, and direct reading program.

County-District: 094-902 ESC Region 13/SBOE Regions 03, 05 — *3 Campuses, 700 Students, Grades 1-4*

SCHERTZ-CIBOLO-UNIVERSAL CITY ISD — **$149,901**

Rosegarden, Schertz, and Wenderstein Elementary Schools

Major Objectives and Activities:

- Planning panel needs assessment, diagnostics, plan development and oversight of implementation of reading strategies.
- Staff development: Reading Recovery, Project Read, Early Literacy Inservice Course.
- Implementation of training with coaching and technical assistance.
- Family literacy program.
- Preservice collaboration with Southwest Texas State University.

County-District: 015-909 ESC Region 20/SBOE Region 03 — *1 Campus, 890 Students, Grades PK-3*

SOMERSET ISD — **$139,463**

Somerset Elementary

Major Objectives and Activities:

- Success for all training and implementation.

- One-on-one tutoring of students identified for intervention using "Roots and Wings", done by certified teachers and qualified paraprofessionals.
- Family Support Team family interventions.

County-District: 015-908 ESC Region 20/SBOE Region 03 — *3 Campuses, 1498 Students, Grades PK-4*

SOUTH SAN ANTONIO ISD — **$150,000**

Athens, Price, and Carrillo Elementary Schools

Major Objectives and Activities:

- Training in early learning for four teacher/facilitators in diagnosis and intervention.
- Implementation of ELS learning system for students identified as learning disabled; interaction, practice phonetics, and continual assessment.
- Involve parents by opening computer lab in the evening for their use.
- Collaborate with UT-San Antonio in developing Effective Reading strategies.

County-District: 015-917 ESC Region 20/SBOE Region 03 — *2 Campuses, 1689 Students, Grades PK-4*

SOUTHSIDE ISD — **$131,050**

Pearce Primary and Losoya Intermediate Schools

Major Objectives and Activities:

- Staff Development in Phonemic Awareness and Writing (Success For All).
- Peer Coaching.
- Integration with curriculum and strategies learned.
- Collaboration with ESC Region 20.

County-District: 112-901 ESC Region 08/SBOE Region 09 — *6 Campuses, 1556 Students, Grades PK-4*

SULPHUR SPRINGS ISD — **$150,000**

Early Childhood Center, Austin and Houston Elementary Schools

Major Objectives and Activities:

- Explicit phonic instruction, phonemic awareness through multisensory clues and decoding strategies, and expression through writing.
- Two reading specialists for each of the two special needs campuses for Grades 1- 4, working with literacy tasks of research-based early literacy program.
- School to Home Connection using classroom technology, technological support in the home, interactive CD ROM's, and access for GED prep.
- Staff development: integration of appropriate instructional strategies and methodologies of research-based, balanced, early reading program.
- Preservice collaboration with Texas A&M University–Commerce and Northeast Texas Center for professional development and technology in using technology in reading instruction and in reading strategies.

County-District: 211-901 ESC Region 16/SBOE Region 15 — *1 Campus, 144 Students, Grades K-4*

TEXHOMA ISD — **$149,999**

Texhoma Elementary School

Major Objectives and Activities:

- Implementation of Johns Hopkins Success For All, Grades K-4.
- Johns Hopkins trainers working with teachers on campus with grade-level appropriate Success for All components, including the Family Support component. Included are building blocks of language, relationship of spoken and written language, decoding strategies, and reading and writing practice.
- Attendance at the "new schools" conference.

County-District: 212-904 ESC Region 07/SBOE Region 09 — *1 Campus, 405 Students, Grades PK-4*

TROUP ISD — **$148,688**

Troup Elementary School

Major Objectives and Activities:

- Essential Learning System for dyslexia and ESL students, PK–4, and training for all teachers with sustained follow-up.
- Open court for Grade 1 with training for Grade 1 teachers.
- Accelerated Reader and Reading Renaissance reading, tutoring, and assessment, and teacher training.
- Reading Recovery literacy groups for lowest performing first and second graders and continued Reading Recovery training for two teachers.

County-District: 108-913 ESC Region 01/SBOE Regions 02, 03 — *1 Campus, 697 Students, Grades K-4*

WESLACO ISD — **$92,710**

Cleckler-Heald Elementary School

Major Objectives and Activities:

- Establishment of early childhood literacy specialist position.
- Emphasis on oral language development in K–2, especially with LEP children.
- Unified phonics/phonemic awareness program (multisensory).
- Acquire materials to promote automatic word recognition, fluent reading, phonics and phonemic awareness; and fluent reading, phonics and phonemic awareness; and spelling vocabulary program for each Kindergarten through second grade teacher.
- Materials for children with special needs will be included.
- Establish in collaboration with Weslaco Jaycees, a parent-child literacy program of training parents to assist their children's reading development and make available books for home use.

County-District: 178-915 ESC Region 02/SBOE Region 02 — *2 Campuses, 756 Students, Grades PK-2*

WEST OSO ISD — **$150,000**

Kenedy and Skinner Elementary Schools

Major Objectives and Activities:

- Implementation of Waterford Early Reading Program Level One in Kindergarten classes.
- Parent/Home program of take-home early reading videos and books.
- Training of teachers in early literacy provided by Texas A&M Corpus Christi.

- Training of teachers in Waterford program.
- Preservice collaboration with Texas A&M Corpus Christi Early Childhood Center lab school.

County-District: 243-905 ESC Region 09/SBOE Region 14 *11 Campuses, 1112 Students, Grades PK-K*

WICHITA FALLS ISD **$150,000**

Alamo, Austin, Bonham, and Burgess Elementary, Fannin, Houston, Huey, Lamar, Haynes, Washington/Jackson, and Sheppard Early Childhood Schools

Major Objectives and Activities:

- Employment of language facilitator who will assess and screen all children and travel between schools doing language therapy, train parents of those children, and foster literacy.
- Staff development in expressive language and working with parents, recognition of delayed language development, integration of reading and Kindergarten discussion training.
- Preservice collaboration with Midwestern State University and Vernon Regional Junior College for training in language arts/early childhood.

County-District: 108-950 ESC Region 01/SBOE Regions 02, 03 *3 Campuses, 632 Students, Grades PK-4*

REGION I ESC **$125,876**

Jim Hogg—Hebbronville Elementary, Mirando City ISD—Mirando Elementary, and San Isidro ISD—San Isidro School

Major Objectives and Activities:

- Training for planning visits to successful schools by planners, technologically assisted communication among shared services arrangement members and planners.
- Professional development in High Expectations: Creating Success for Every Student, Frameworks, Reading Renaissance.
- Early literacy conference in collaboration write UT-Edinburg.
- Technology training for teachers, administrators, and library media specialists.

County-District: 178-950 ESC Region 02/SBOE Region 02 *3 Campuses, 601 Students, Grades PK-4*

REGION II ESC **$150,000**

Brooks County ISD--, Falfurrias Elementary; Kenedy County Wide ISD-- Sarita Elementary; and Riveria ISD-- Nanny Elementary

Major Objectives and Activities:

- Extended language arts period, PK–4.
- Professional development in Texas Early Literacy Learning, literacy strategic using Reading Recovery Strategies, Reading Renaissance, and Project Read.
- Reading Recovery training for Grade 1.
- Implementation of RR strategies in Grade 1 classrooms.

County-District: 178-950 ESC Region 02/SBOE Region 02 *4 Campuses, 1895 Students, Grades PK-4*

REGION II ESC **$150,000**

Ramirez CSD-- Ramirez Elementary and Robstown ISD--San Padro, Martin, Lotspeich, and Salazar Elementary Schools

Major Objectives and Activities:

- Extended language arts periods for PK-4.
- Professional development in Reading Renaissance, Texas Early Literacy Learning, literacy strategies for primary grades using Reading Recovery strategies.
- Reading Recovery training.

County-District: 178-950 ESC Region 02/SBOE Region 02 *3 Campuses, 651 Students, Grades PK-K*

REGION II ESC **$150,000**

George West ISD—George West Elementary; Pawnee ISD—Pawnee Elementary,, and McMullen ISD—McMullen County School

Major Objectives and Activities:

- Extended language arts period for PK–4.
- Professional development in Project Read and Reading Renaissance
- Texas Early Literacy Learning literacy strategies for primary grades using Reading Recovery strategies.

County-District: 178-950 ESC Region 02/SBOE Region 02 *6 Campuses, 1521 Students, Grades PK-4*

REGION II ESC **$150,000**

Gregory-Portland ISD—Andrews, Austin, Clark, East Cliff Elementary Schools; and Sinton ISD—Lamar, Odem, Welder Elementary Schools

Major Objectives and Activities:

- Extended language arts periods for PK-3.
- Professional development in Texas Early Literacy Learning Reading Recovery strategies for primary grade teachers and learning styles.
- Reading Recovery training.

County-District: 235-950 ESC Region 03/SBOE Region 02 *3 Campuses, 1440 Students, Grades PK-4*

REGION III ESC **$138,251**

Kenedy ISD--Kenedy Elementary School; and Victoria ISD—Aloe and Shields Elementary Schools

Major Objectives and Activities:

- Site based decision making and planning.
- Staff development and essential components of research based early reading program, phonemic awareness for PK–1, including bilingual and special education teachers.

On-going assessment and integration of appropriate instructional strategies and methodologies.

- Site visits to spotlight schools.
- University of Houston–Victoria staff will do six session of parent training.
- Preservice program of training in components of research-based reading program, decodable and predictable text and phonemic awareness.

County-District: 092-950 ESC Region 07/SBOE Region 08 *5 Campuses, 2224 Students, Grades PK-4*

REGION VII ESC **$150,000**

Rusk ISD—Rusk Elementary and Primary Schools; and Chappel Hill ISD—Jackson, Kissam, and Wise Elementary Schools

Major Objectives and Activities:

- Staff development in Reading Renaissance, Reading is for Everyone.
- Accelerated Schools training and coaching.
- Staff development conference on balanced literacy.
- District study group.
- Parent literacy workshop.

County-District: 225-950 ESC Region 08/SBOE Region 09 *5 Campuses, 459 Students, Grades PK-K*

REGION VIII ESC **$134,354**

Mount Pleasant ISD-- Sims, Brice, and Fowler Elementary, Titus County Headstart; and Atlanta ISD--Atlanta Elementary School

Major Objectives and Activities:

- Screening for phonemic awareness.
- Staff development for 40 PK-K Headstart teachers in Phonemic Awareness by University of Houston.
- Follow-up and long-term staff development in research-based reading instruction for 20 PK-K and Grade 1 teachers on four TRI campuses.
- Training in balanced literacy activities, ongoing assessment, and phonological awareness.
- In-class monitoring of student progress in development of literacy foundation.

County-District: 161-950 ESC Region 12/SBOE Region 05 *38 Campuses, 8,580 Students, Grades PK-4*

REGION XII ESC **$142,075**

Abbott ISD—Abbott School; Academy ISD—Academy Elementary; Aquilla ISD-Aquilla School; Axtell ISD—Axtell Elementary; Blum ISD—Blum Elementary; Bosqueville ISD—Bosqueville School; Bruceville ISD—Bruceville School; China Spring ISD—China Spring Kindergarten; Corsicana ISD—Carroll, Houston, Travis Elementary; Covington ISD—Covington School; Dew ISD—Dew Elementary; Evant, ISD—Evant School; Frost ISD--Frost Elementary, Gholson ISD--Gholson Elementary, Goldthwaite ISD--Goldthwaite Elementary, Hillsboro ISD--Franklin, Hillsboro Elementary, Iredell ISD--Iredell School, Jonesboro ISD--Jonesboro School, La Vega ISD--La Vega Primary, Malone ISD--Malone Elementary, Marlin ISD--Marlin Elementary, Mart ISD--Mart Elementary, Meridian ISD--Meridian Elementary, Morgan ISD--Morgan School, Mt Calm ISD--Mt Calm Elementary, Mullin ISD--Mullin School, Oglesby ISD--Oglesby School, Robinson ISD--Robinson Primary, Star ISD--Star School, Temple ISD--Bethune Reagan Magnet, Thornton Elementary, Walnut Springs ISD--Walnut Springs School, and West ISD--West Elementary

Major Objectives and Activities:

- Professional development centered on research-based beginning reading instruction.
- Coordinate staff development workshops.
- Provide TAAS related strategies appropriate for beginning readers.
- Provide parent/community education in strategies focused on the beginning reading process and in ways parents and community members can support school programs.

Student Performance on the TAAS (Reading) - Cycle 4 Projects

NOTE: The data shown for each grant reflects a composite TAAS passing rate for all students enrolled in all the campuses served by the grant and whose results are included in the AEIS. Missing values indicate that a grant did not serve students in Grades 3 and/or 4.

Cycle-Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3	TAAS % Passing, Reading, Grade 4
		Baseline 1997	Baseline 1997
04-01	Aldine ISD	100.0%	98.5%
04-02	Aldine ISD	83.2%	91.4%
04-03	Aldine ISD	85.1%	89.5%
04-04	Alief ISD	--	--
04-05	Alto ISD	78.4%	81.0%
04-06	Austin ISD	83.3%	75.0%
04-07	Beaumont ISD	83.1%	73.4%
04-08	Breckenridge ISD	89.7%	--
04-09	Brenham ISD	--	77.6%
04-10	Brownfield ISD	81.3%	--
04-11	Brownsville ISD	--	--
04-12	Cal Allen ISD	89.4%	91.6%
04-13	Canutillo ISD	75.8%	69.8%
04-14	Cleburne ISD	--	--
04-15	Columbia-Brazoria ISD	82.2%	--
04-16	Crockett ISD	50.0%	55.7%
04-17	Cypress-Fairbanks ISD	78.4%	81.6%
04-18	Dickinson ISD	74.5%	72.2%
04-19	Eagle Pass ISD	66.1%	57.3%
04-20	Eagle Pass ISD	74.8%	69.8%
04-21	Eastland ISD	88.3%	87.9%
04-22	Edgewood ISD	60.2%	65.9%
04-23	El Paso ISD	64.1%	66.1%
04-24	Fabens ISD	71.2%	62.7%
04-25	Flour Bluff ISD	--	--
04-26	Fort Bend ISD	81.6%	--
04-27	Galena Park ISD	77.7%	79.9%
04-28	Garland ISD	--	--
04-29	Georgetown ISD	85.6%	85.0%
04-30	Gonzales ISD	52.6%	72.7%
04-31	Houston ISD	68.1%	70.4%
04-32	Houston ISD	64.9%	61.1%
04-33	Houston ISD	83.3%	52.0%
04-34	Houston ISD	93.4%	93.4%
04-35	Houston ISD	77.0%	66.2%

Cycle/ Project	Fiscal Agent	TAAS % Passing, Reading, Grade 3	TAAS % Passing, Reading, Grade 4
		Baseline 1997	Baseline 1997
04-36	Humble ISD	74.9%	78.9%
04-37	Huntsville ISD	77.6%	80.7%
04-38	Hurst-Euless-Bedford ISD	--	--
04-39	Kerrville ISD	89.7%	86.9%
04-40	Lackland ISD	96.7%	85.5%
04-41	Lufkin ISD	75.5%	76.6%
04-42	Martinsville ISD	94.4%	100.0%
04-43	Medina Valley ISD	78.7%	72.9%
04-44	Midland ISD	--	--
04-45	Midland ISD	88.4%	--
04-46	Nacogdoches ISD	--	--
04-47	North Forest ISD	71.4%	79.8%
04-48	Northside ISD	80.1%	81.5%
04-49	Palacios ISD	88.3%	76.3%
04-50	Pasadena ISD	--	--
04-51	Pasadena ISD	74.8%	75.1%
04-52	Pharr-San Juan-Alamo ISD	75.6%	80.5%
04-53	Plainview ISD	94.7%	86.1%
04-54	San Antonio ISD	86.3%	84.3%
04-55	San Antonio ISD	62.6%	73.0%
04-56	Schertz-Cibolo-Universal City ISD	84.7%	86.8%
04-57	Somerset ISD	--	--
04-58	South San Antonio ISD	76.5%	77.2%
04-59	Southside ISD	51.7%	50.9%
04-60	Sulphur Springs ISD	100.0%	93.0%
04-61	Texhoma ISD	--	--
04-62	Troup ISD	78.6%	75.4%
04-63	Weslaco ISD	--	--
04-64	West Oso ISD	--	--
04-65	Wichita Falls ISD	75.6%	--
04-66	Region I ESC	76.8%	--
04-67	Region II ESC	74.4%	79.4%
04-68	Region II ESC	79.1%	83.1%
04-69	Region II ESC	76.9%	79.0%
04-70	Region II ESC	82.6%	85.4%
04-71	Region III ESC	64.6%	65.5%
04-72	Region VII ESC	67.7%	69.5%
04-73	Region VIII ESC	--	--
04-74	Region XII ESC	--	--

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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